



A GUIDE TO LIFE IN THE SIXTH FORM AND THE SIXTH FORM CURRICULUM

2017-2019

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6b = first year sixth (year 12)
6a = second year sixth (year 13)

This Guide can also be found on the School's website
www.kings-school.co.uk

HEADMASTER'S PREFACE

The Sixth Form at King's is a vibrant and interesting stage in the whole King's experience. Whether it is the continuation for those who are already pupils, or a new career for those joining, the programme outlined in this booklet offers choice, wide-ranging opportunities and the freedom to pursue individual pathways to excellence. In summary, we aim to retain the King's 'broad-brush'. We offer what Michael Morpurgo has recently described as a 'university-like education adapted to younger people combined with the traditional virtues of the well-rounded King's education'. King's Sixth Formers opt in and do not opt out! They see their school life as still the 'cool' and stimulating experience of their earlier education.

Alongside this broader vision, the 'reformed' A Levels and the Pre-U subjects which we offer provide a good balanced academic curriculum, one that enables our Sixth Formers to compete well for those prized 'top' university places, whilst remaining accessible and rewarding to all King's pupils. Overall then, the King's Sixth Form is a special time then, a time to share one's gifts and to develop them further. I am confident that at the end of the King's Sixth Form, all our 6as not only have access to top university courses through the dedicated and excellent teaching here, but through the cultivation of the skills of communication, research and problem-solving, that they are ready to face the challenges of the 21st Century and to give something back to its fast-developing (and often unequal) society.

Peter Roberts
Headmaster

FOREWORD FROM THE HEAD OF SIXTH FORM

In September 2017 you will begin the potentially most rewarding two years of your schooling to date. Whether you are new to the school or currently in the Fifth Form, the Sixth Form at King's holds endless opportunities for both academic and self-discovery.

There is no doubt that the Sixth Form here is a very exciting place to be. As we begin to prepare you for university and beyond, you will be expected to take increasing responsibility for your own learning: personal responsibility and dedicated self-motivation are – in life as much as at school – pre-conditions of success. Of course education *is* a two-way process and here at King's we very much value the positive dynamic that exists between teacher and pupil; as you become adults yourself, this dynamic may change, but the unfailing support and encouragement that you receive from the staff here will not. The pastoral teams in both boarding and day houses, alongside a strong Careers department, are ready to help prepare you for university applications or other choices to taking you in equally exciting directions.

Sixth Form life here at King's is all about making the most of your opportunities: the numerous societies, clubs and activities we have all seek to further and develop interests piqued in the classroom. Furthermore the numerous academic extension classes run by various departments cater for those who wish to broaden their knowledge beyond the confines of A-Level and Pre-U specifications. We believe that those students who most fully involve themselves outside the classroom, also do the best within it; it is always our intention to help curricular *and* extra-curricular interests flourish.

The Sixth Form at King's also provides excellent support and guidance when it comes to planning your future. It is important to set long-term objectives: you should see the Sixth Form here as preparation for your working adult life. Indeed, you will be considered 'senior students' in these last two years and, as such, set a visible example to younger boys and girls. You will find many opportunities both on a house and school-wide level to exercise this leadership in many visible ways.

You have a bright future ahead of you: we look forward to sharing it with you for these very important two years.

Charlotte Cornell, Head of Sixth Form

ACADEMIC INTRODUCTION

Background and Structure

In January 2013, the Government confirmed through [Ofqual](#) that A Levels, recognised internationally as a 'gold standard' in post-16 provision, needed reform to ensure that they remain the best means for preparing students for university. The main thrust of this reform has been to reduce the number of examinations that pupils take in the Sixth Form, thus giving them more space to study rather than simply preparing for exams. The first stage of the reforms took place four years ago with the withdrawal of the January sitting (and resitting) of exams. The second stage comprises the development of 'linear' (as opposed to 'modular') syllabuses where all the exams are at the end of a two-year course rather than at staging posts along the way. 16 subjects (e.g. sciences, English, economics) were included in this first tranche of reform for first teaching in September 2015, but with some major ones being delayed until 2016 (e.g. modern languages) and 2017 (e.g. maths). The full timetable for reform and further details can be found via this link:

<https://www.gov.uk/government/collections/reform-of-as-and-a-level-qualifications-by-ofqual>.

Like many schools of our type, we decided to embrace this reform and move immediately towards a largely linear (end-of-course) structure. The exceptions were modern languages and maths where we have carried on preparing pupils for the unreformed AS Levels in 6b. Pupils beginning their Sixth Form studies in September 2017 will be aiming for A Level or Pre-U exams in 2019 (the end of 6a).

The new structure has also given our academic departments a wider choice of syllabuses to teach. [The Cambridge Pre-U](#) began in 2008 as an alternative to A Levels but only offering two-year courses. It is now established as a viable option within the Sixth Form curriculum and is recognised by universities. Therefore, some of our departments have now chosen to follow Pre-U courses instead of A Levels. A full list of subjects, with hyperlinks to the exam boards, is included at the end of this Guide.

Even with the slightly mixed pathway operating over the past two years, we have already found a big difference with our present 6bs. A linear programme is better for both broader and deeper learning; it also allows a pupil to grow into a subject without the pressures of learning to jump through the AS 'hoops' and another round of public examinations. It also give them opportunity to enter for the Extended Project Qualification in 6b (previously very difficult because of the pressure of AS Levels) and/or enter other essay and project competitions which are so invaluable for university entrance. I should point out, however, that the pupils will not go unassessed: they will have school examinations at the end of the first term and then early in the third term with the results in the latter feeding into the important predicted grades and usual school references for university applications.

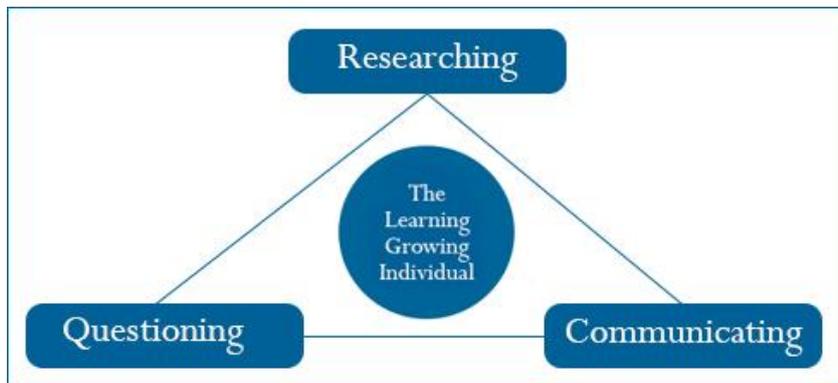
A King's Education

There are two very important features of Sixth Form education at King's: the opportunity for breadth as well as depth, and a willingness to be as flexible as possible. We recognise that there are many different pathways to the same end: a flourishing student. With these aims, we have continued to offer our pupils a large range of subjects and opportunities. We have not narrowed down our curriculum as has happened at some schools. Therefore, though many pupils will narrow down to three main subjects for their final year, they are expected to begin their 6b year working on four main subjects plus an extended project (or a similar qualification).

It's not just the curriculum that has been changing in recent years. Methods of teaching, especially in the Sixth Form, are moving away from didactic methods of the past. The Internet has changed the way we all seek out material. With information now available to pupils electronically (wherever they are), there is a gradual shift in pedagogy which rightly puts the emphasis more upon the pupil to research and gather that material. The role of the teacher is to inspire the pupils, at the same time enabling and empowering them

to turn information into knowledge, thus developing skills, especially through the 'core themes' outlined below, that will serve them well in the 21st century as well as in their exams. What this means in practice is that outside lessons, less time will be spent upon writing up material taught in lessons, and more upon research in preparation for lessons. However, as with all developments, there is a balance: we do not seek to jettison the best of the old, but rather to build upon what has always been done well and use the best of the new.

The focus in the Sixth Form, as elsewhere, is upon the development of three core areas:



Researching

The school promotes a spirit of enquiry beyond the confines of our pupils' immediate experiences and the requirements of examination syllabuses. Through encouraging an awareness of their voyage of discovery, and helping them to develop skills that are relevant and useful, we aim to help them develop a joy of learning for learning's sake.

Questioning

Information doesn't mean knowledge and knowledge doesn't always lead to deeper learning. In today's world with information everywhere, it is essential that our pupils are challenged in the classrooms, debating chambers and forums to turn what they have discovered into something useful, meaningful and lasting.

Communicating

Sharing education is fundamental: it aids, reinforces and deepens learning. Pupils live together and are encouraged wherever applicable to work together in a supportive and vibrant community. They learn the skills of creative expression through art, drama, music and sport as well as understanding the power and responsibility of the written and spoken word.

Conditions and Expectations

As Mrs Cornell says in the foreword to this document, the Sixth Form is an exciting place to be. In fact, despite the inevitability of public examinations and the political vicissitudes such as those outlined above, the process of 'being educated' at a school like King's in today's world offers so many opportunities that our pupils are in a privileged position. Indeed, it is because we expect them to take full advantage of their situation that we make strong demands on them. We expect pupils to exhibit a responsible and mature attitude, demonstrating both a love of learning and the character to accept and overcome challenges. Our rules are that a pupil wishing to enter the Sixth Form:

1. should have at least seven (I)GCSEs **at grade B** (or equivalent)
2. should have at least grade B in the subjects to be studied at A Level and **for mathematics, the sciences, and modern languages A grades are essential**
3. should have a good record of behaviour and co-operation, and a commitment to a further two years of academic work in the context of a boarding school
4. should be able to choose a combination of subjects which will fully challenge, stimulate and occupy him or her during the Sixth Form

We do, of course, hope and expect all our potential Sixth Formers to more than meet these expectations: pupils at King's get far more than the minimum number of passes, and with good grades too. There is no reason why this should be different for any of our current Fifth Formers, given a good level of application on their part. Typically over 90% get nine passes (A*-C grade) or more; indeed, in most years well over 75% of all grades are A* or A.

It is also important to point out that King's is not a Sixth Form College. It is a School in which pupils of ages 13 to 18 live together, and, whilst we give our Sixth Formers privileges and extra responsibilities, they are subject to the published school rules. Anyone entering the Sixth Form must be prepared to accept this basic understanding.

Sixth Form subjects are taught in class/set groups, usually with a maximum of 15 in 6b and 13 in 6a, though most classes are much smaller. This means that pupils get the best of teaching and the interplay of discussion with their peers. But, it also demands high levels of individual responsibility in terms of motivation and behaviour. They are expected to do work when it is set and to attend all lessons and supervised study periods provided.

Luke Bartlett
Deputy Head (Academic)

THE SIXTH FORM CURRICULUM: 2017-2019

The Pathway to the Sixth Form (for present Fifth Form pupils)

The following outlines the procedures for ensuring pupils make informed and realistic decisions for the Sixth Form:

- During the Fifth Form most pupils have carousel lessons for half a term during which they experience some new subjects (economics, geology, art history and politics) and have lessons in the careers department with the University and Careers Advisor.
- **November 2016:** pupils were given a day of 'A Level seminars'; they were asked to choose 8 subjects and attend a seminar in each of their choices.
- **November 2016:** Fifth Form pupils took a three-hour careers assessment conducted by Cambridge Occupational Analysts and each have received an individual report. These 'COA' tests measure pupils' interests as well as their aptitudes. The resulting reports put strong emphasis upon their interests, but at the same time give pupils the opportunity to compare those interests with their perceived academic strengths. They also contain brief information on a wide range of relevant occupations with an indication of suitable A Level subjects.
- **January 2017:** pupils take 'mock' examinations in their I/GCSE subjects.
- **January 2017:** publication of the Sixth Form Guide with subject details, web links, etc.
- **January/February 2017:** the Parents Consultation Meetings provide opportunity to discuss mock results, the COA report and early ideas about subject choices.
- **February 2017:** following discussions with their tutors, pupils will submit their provisional choice of subjects via an online form. The form will be left open until the end of the Summer Term for them to make changes, although the later it gets in the school year, the more there will be some restrictions.
- **February 2017:** all pupils will be interviewed about their choices by their Housemaster/mistress; some will be seen by the Head of Sixth Form, and some will be seen by me. The University and Careers Advisor will be available for individual referrals and appointments.
- **June/July 2017:** after the I/GCSEs, there will be 'trial' lessons in proposed subjects for the Sixth Form.
- **August 2017:** I/GCSE results first from the CIE board, then from Edexcel, AQA and OCR – to progress into the Sixth Form, pupils need to achieve at least 7 B grades and have viable programmes of study. Those intending to take maths, sciences and modern languages should have at least A grades (preferably A* in maths) in those subjects.
- **August 2017:** post I/GCSE results pupils will confirm their programmes of study in conversations with the Housemasters/mistresses.

Choosing subjects

The Russell Group of Universities has published a guide to making 'informed choices' in the Sixth Form. This is worth a view; it can be found at <http://russellgroup.ac.uk/informed-choices/>. However, our advice remains as it has always been:

- as a general rule, pupils should choose subjects which they find the most interesting, and which they can do best
- they should bear in mind which subjects and combinations of subjects are deemed to be 'facilitating' in terms of career paths – usually this only concerns vocational courses – and they should certainly be aware of subjects and combinations that might close any potential doors that would be best left open
- they must be realistic – they should seek advice from their teachers as to their suitability for a Sixth Form course (this is especially the case in languages, mathematics and science)

Initial choices for next year's 6b will be required towards the end of February 2017 following the Fifth Form parents' consultation meetings

The subjects in the Sixth Form curriculum are separated into option blocks for timetabling purposes. Only one subject from each block can be chosen. We expect most of our pupils to follow a fairly full curriculum in 6b choosing four main subjects plus an extension (e.g. the Extended Project). In 6a, the majority will narrow down to three main subjects.

The arrangement of the subjects within the blocks is largely on the basis of choices and combinations of subjects in previous years: to a large extent, it reflects demand. The *provisional* blocking system for the 2017-2019 cohort is published on the next page. Each year there are some variations based upon pupil choices and we try our best to accommodate all 'sensible' combinations of subjects. That said, there may be a few combinations that are impossible. After the first trawl of choices in February, the subject blocking becomes more final and we cannot guarantee to accommodate pupil changes.

Those wishing to choose a combination of subjects that is prohibited by these blocks should let us know before the end of the Lent Term (2017). We do try to accommodate all reasonable combinations, though some may prove to be impossible. **The existence of any subject/set in a block depends upon its viability in terms of choices and numbers.**

Please note that the subject blocks are only printed at this stage to provide a flavour of what is on offer and the range of combinations available; they very provisional and the subjects within them will change according to demand and to facilitate choice.

Provisional subject blocks for September 2017

Block A	Block B	Block C	Block D	Block E
A Levels Pre-U (two-year courses)	A Levels Pre-U (two-year courses)	A Levels Pre-U (two-year courses)	A Levels Pre-U (two-year courses)	Selection of enrichment and supporting subjects (One and two year courses)
Art Chemistry Class Civ Economics English French* Geography Geology History Music Philosophy Photography Politics Physics Extended Project	Art History Biology Design & Tech Economics English French Greek History Maths Further Maths Physics Politics Spanish Theatre St Extended Project	Biology Chemistry Computer Sc Economics English French History Latin Mandarin Maths Further Maths Music Tech Physical Ed Religious Studies Spanish Extended Project	Art Biology Chemistry Economics English Geology Geography German History Maths <i>Further Maths +</i> Philosophy Physics Politics Religious Studies Spanish Extended Project	<i>Further Maths + Core Maths</i> Adv languages [§] AS Critical Thinking AS Photography Computing Italian (<i>ab initio</i>) Russian (<i>ab initio</i>) Global Perspectives Extended Project

Subjects highlighted are Pre-U rather than A Level.

§ 'Advanced languages' refers to language lessons for native speakers in French, Spanish, Chinese, German, Russian and Italian. Some of these lessons may take place in 'out of timetable' slots.

Summary Notes and Features

- All subjects in Blocks A-D will be delivered in a linear framework with public exams at the end of the A Level or Pre-U course. Pupils will not be entered for AS examinations in those blocks. This provides departments with opportunity to plan their programmes of study over 5 terms, rather than 2+2, and to control their own assessments.
- Arrangements for mathematics are slightly different from those for other subjects – see the entry later in this Guide for details. The subject **core mathematics** in blocks D and E is designed to provide maths for those who are not really A Level mathematicians, but who want to (or need to) continue with maths in the Sixth Form. It will not lead to a full A Level but to an alternative (lower) qualification but one that is still recognised by universities. It should be chosen in addition to three other main subjects. **Those taking further mathematics from blocks B or C must also choose further mathematics + from blocks D or E.**

Assessment Points

There will undoubtedly be refinements, but the proposed system for internal monitoring and assessment will be based on the type of structure outlined below:

6b	Autumn Half-Term	Assessment Grade awarded (based upon two designated pieces of work)	Only in exceptional cases will pupils be allowed to 'drop' a main subject at this stage
6b	End of Autumn Term	Examination – Exam Grade awarded	Some pupils will drop a main subject at this stage providing they have a supporting Block E subject
6b	End of Lent Term	Assessment Grade awarded (based upon designated pieces of work)	Some pupils will drop a main subject at this stage providing they have a supporting Block E subject
6b	Summer Term	Examination – Exam Grade awarded	Some pupils will drop a main subject at this stage

The Assessment and Examination Grades will not be based upon final A Level or Pre-U criteria but will reflect how pupils are working in terms of where we would expect them to be at that stage in the course.

The Grades along with the end-of-year School Examination will, however, provide evidence for a UCAS prediction.

6a	Autumn Half-Term	Assessment Grade awarded (based upon two designated pieces of work)	
6a	End of Autumn Term	Assessment Grade awarded (based upon two new designated pieces of work)	
6a	Lent Half-Term	Mock Examination – Exam Grade awarded	
6a	End of Lent Term	Assessment Grade awarded (based upon two new designated pieces of work)	
6a	Summer	Public Examinations	

The Assessment and Examination grades will be based upon final A Level or Pre-U criteria.

Work Patterns and Monitoring Progress

Sixth formers are expected to work during the designated 'prep' times (7.30 - 9.15 p.m.) unless they are attending an approved academic event (see below on Sixth Form Talks and 'After Hours'). They will also need to find other time within the week to study. Therefore, most find that they need to organise their own use of time very carefully. They work better when there is a structure to their day and their studies; we help them with this, but at the same time have to allow their autonomy to develop. Their tutor and housemaster/housemistress are crucial in this respect. It is very difficult to lay down any hard and fast requirements as to how much non-taught time should be spent working: the time spent on any subject will vary according to the demands of coursework and modules. As a general rule, we suggest that they should spend around four hours out-of-classroom per week on each of their subjects in 6b and *at least* five hours per subject in 6a.

Internal monitoring of pupils' work will take place through the established interim grades (*traffic lights*), assessment grades (given half-terminally) and interim report system. The pupil's housemaster /housemistress, tutor and the Head of Sixth Form will oversee the progress through the many different hurdles.

Holiday Work

Terms in a boarding school are intense and relatively short. At the end of a term or half-term, pupils need a rest and a change of activity. However, as implied strongly in the early pages of this document, those that limit their academic endeavours to the classroom and term time are unlikely to achieve at a high level and thereby make themselves competitive when it comes to the top university courses. Therefore, it is also essential that they use the extended holiday time available for their own academic and future enhancement. The other holidays are important for:

- general reading
- preparatory reading and research – getting ahead
- background and supporting reading and research – consolidating and catching up
- researching university and careers opportunities: possibly visiting universities, engaging in work experience or work shadowing

At certain times specific work will be set by the teachers, especially in the October half-term and with regard to revision for external or internal exams, but it is more likely that pupils will be given general guidance and advice. Whilst much of this is unstructured, we do expect it to be done.

Outside tutoring

Some parents see the holidays as a time to 'buy in' extra tutoring. Whilst, in a few extreme cases with the right tutor, we concede that this might be useful, we certainly do not advise it and would rather that it did not happen. An outside tutor rarely has the right knowledge of the syllabus, the pupil, what has been covered and how it has been covered. During the course of a programme of study, we shall provide both the expertise, guidance and the materials (many available digitally) needed to enable our pupils to reach their highest standards. An outside tutor can often confuse the pupil and sometimes create a culture of dependency: the pupil relies on someone else to do the thinking. The same is often true of some of the revision courses available.

STUDY AIDS AND ADVICE

Careers and Universities

Careers advice is given on an individual and collective basis throughout the Sixth Form and beyond. The University and Careers Advisor is always available in the well-resourced University and Careers Centre. Advice can also be sought from Heads of Departments, Housemasters and Housemistresses, Tutors and the Head of Sixth Form.

All those entering the Sixth Form take part in the Induction Course during which there is input from the University and Careers department. Our aim is that pupils settle into a working atmosphere in the first term while also being able to access the University and Careers Advisor during their study periods.

The table below comprises a university applications timetable and shows some of what is available.

6b (Year 12)	Detail	Ongoing
Autumn	<p>Three-day course for those applying to US universities</p> <hr/> <p>A variety of talks on a range of career and university options. The Overseas Universities Fair</p>	Careers Newsletters
Lent	<p>Online higher education matching provided by Bridge-U software. This programme matches their interests and abilities to degree courses both here and overseas. Tutors oversee research into universities and students building a 'Further Education online scrapbook'.</p> <hr/> <p>Extension classes, Oxbridge and Medics talks</p> <hr/> <p>UCAS evening for parents covering all aspects of the application process</p> <hr/> <p>Army Liaison Officers</p>	Information is given to the pupils of the many pre-university courses offered during the academic year as well as university taster courses and open days
Summer	<p>OKS forum with a panel comprising recent leavers who are still at university</p> <hr/> <p>OKS Careers Fair – stalls and representatives from successful former pupils</p> <hr/> <p>Various talks given by representatives from universities, Gap Year companies and other post-18 activity providers</p> <hr/> <p>Pupils start their online UCAS application and begin to construct draft personal statements</p> <hr/> <p>During the Lent and Summer Terms all 6b pupils can have personal interviews with the University and Careers Advisor and/or the Head of Sixth Form. They will all have ongoing discussions with their Tutor and Housemaster/Housemistress.</p>	Various day and half-day conferences involving a wide range of speakers
6a (Year 13)		
Autumn	<p>All applicants are overseen by their Housemaster/Housemistress who is responsible for the final reference. The reference is collated from individual comments and predicted grades provided by subject teachers and endorsed by the respective Heads of Department. The University and Careers Advisor checks all applications and the Head of Sixth Form, Oxbridge Co-ordinator check all references.</p>	

	UCAS applicants completed: all Oxbridge and Medics (including dentistry and vets) have to be submitted by 15 October	<ul style="list-style-type: none"> - Internal deadlines are earlier - Ongoing preparation from departments - Specific classes for medical applications - 'Oxbridge Plus' lessons - Practice interviews
	University entrance tests: BMAT, LNAT, UKCAT, Oxford and Cambridge University tests	
Lent	Final UCAS deadline: 15 January	<ul style="list-style-type: none"> - Year group meetings arranged and follow-up emails sent to advise on procedures
	Applicants should receive responses from all universities and make their decisions	
Summer (August)	University and Careers Advisor, Head of Sixth Form and Housemasters/Housemistress available to advise applicants, if required, following the publication of A Level results	

The following links are all useful for Sixth Formers applying for university:

- Studying in the UK: www.ucas.com
- Studying Music at a Conservatoire in the UK: www.cukas.ac.uk/
- Studying at a UK Drama School: www.dramauk.co.uk
- Information on studying in the USA: www.fulbright.org.uk
- Studying in Europe: www.eunicas.co.uk/
- Studying in Europe: www.astarfuture.co.uk/
- Studying in Australia and New Zealand: www.studyoptions.co.uk

Paula Williams, University and Careers Advisor
Charlotte Cornell, Head of Sixth Form

Information Communications Technology

King's ICT provision is embedded within all teaching and learning, with projectors in every classroom and laboratory, and several fully equipped and air conditioned IT suites. There are also various suites of iPads or laptops available for use within several academic departments and in the library. All houses are flood-wired, which means that every study is equipped with two network ports per pupil to connect to the school network, house printer, intranet and internet. There is also an enterprise grade Aruba Wifi system for connecting up to 4 devices per pupil - iPads/smartphones/tablets/macbooks etc. in all houses, classroom and common areas. Pupils may bring their own desktops, laptops or tablets for use in their houses, within certain guidelines (NB a laptop recommendation sheet will be sent out to all new joiners), though the school cannot support these technically beyond basic configuration assistance and advice. We do have relationships with local repair shops, however, and can help negotiate best rates. Each house also has its own IT library facilities for pupil use, as well as wi-fi in all studies and common room areas. New pupils will be provided with an IT induction booklet within their first week, which details instructions for gaining access to our network from house studies. This process is greatly simplified if pupils ensure that their laptops or desktops have all windows updates installed, and a fully updated anti-virus programme, upon arrival at the start of each term.

The new King's school website provides links for pupils to access their school 365 mail, school work areas, iSAMS portal, Intranet/VLE and other resources from home as well as in school. The School intranet/VLE also provides a wealth of resources, for access at school or from home. This is now a dominant central school resource; additional functionality includes certain aspects of a virtual learning environment, with daily updated content for each teacher, department and house, sports information and an index of all King's media. This is backed up by our multimedia server, which provides useful sound and video clips and films, arranged by subject, accessible at any time to pupils within school. In addition, there is also a parent portal, and this is due to be updated and further enhanced over the next year.

All pupils are provided with internet access from their room, which has suitable filtering applied according to year group. However, as many pupils now connect to the internet via mobile devices/3G/4G iPads etc, outside of the school's control, parents must help in the education of their children as to what constitutes safe browsing (e-safety lessons are conducted by the school at the start of the Shell year). Internet access, e-mail and ICT resources are provided subject to our acceptable use policy, to which all users must adhere. There is a network access control device called Aruba Clearpass, which pupils have to register with at the start of the year. This checks laptops and desktops for software legality, presence of an updated anti-virus program and other criteria, before allowing them on to the network. If this scan fails, the pupils will be advised as to how to rectify the problem themselves. If unable to do so, they can bring it to the IT support department for assistance. King's has strong multimedia resource provision, with digital still and video cameras available, a suite of 100 Apple Macs split between the Music department and the Art/photography departments, and a fully featured 32 track digital recording studio in the music department.

The IT support department exists to provide the best possible provision of service to both staff and pupils at King's. We are based in the Mint Yard, above the IT suites, and our door is always open to anyone requiring any ICT assistance or advice. There is also an on-line help facility.

Robin Falcon, Head of IT Services

Library

The School Library supports the studies and recreational needs of pupils and staff. At the heart of the library's service provision are the dual aims of ensuring that all pupils are supported and inspired to search for, assess, evaluate and synthesise information; and experience at first hand the distinctive and irreplaceable power of literature to develop a person spiritually, morally, socially and culturally.

The Library is situated on the St Augustine's site in a beautiful building, offering a quiet working environment for studying and reading. There are over 30,000 books, DVDs, newspapers and magazines, spoken word CDs, music CDs and other resources. An extensive selection of online resources is available through the intranet, providing academic research materials beyond what a search engine can supply. Laptops, iPads and e-readers are available for use within the Library, as well as desktop PCs and a Mac. Printing, photocopying and scanning facilities are also available.

Library staff deliver introductory workshops and research skills training to all pupils entering the Sixth Form. Additional subject-based and advanced research training is provided as required.

There is a lively pupil committee which offers advice on library matters, including selection of stock as well as organising events and activities.

Sixth Form pupils may borrow up to ten items at a time, for an initial three-week loan period. Renewals can be made at request. Pupils also have borrowing rights at the three university libraries in Canterbury.

Opening hours:	Monday to Friday	09:00 - 22:00
	Saturday	08:30 - 18:00
	Sunday	11:00 - 22:00

Philippa Rose, Librarian

Pupils requiring Special Access Arrangements in Examinations

"The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'."

JCQ Regulations (www.jcq.org.uk).

Evidence of need should be confirmed by a history of differentiated provision by teaching staff and possible intervention by members of the Learning Support Department. Assessments for Examination Access Arrangements should be conducted by a specialist teacher from the School, holding a qualification recognised by the Joint Council for General Qualifications.

All assessment reports should be forwarded to the Head of the Learning Support Department to be kept on file. Candidates who require extra time due to medical problems/conditions must produce a letter from their consultant confirming the problem/condition and this will be held on file. A new letter is required prior to each exam session.

Candidates whose first language is not English and who have been in the UK for less than 2 years at the time of an examination, may be permitted 25% additional time for use of a bi-lingual dictionary in some subjects, providing that the JCQ criteria is met that this is their 'normal way of working' and there is supporting evidence of need from teachers/housemaster/mistress. Due to a recent revision by JCQ this concession is not available to students entering the Sixth Form.

Linda Renault, Examinations Officer / Gillian Moorcroft, SENCo and Head of Learning Support

Learning Support

The school's Learning Support department offers individual support (generally one session a week) to students who are experiencing difficulties with specific aspects of their learning.

Referral to Learning Support. This can come from a variety of routes although usually the student's House Mistress/Master or Tutor tend to make the first contact but students are also able to self-refer.

Learning Support takes various forms:

- Individual support by a suitably qualified member of staff. These lessons are personalised to meet the needs of the individual student.
- Mentoring. Individual sessions are used to help students raise their attainment. Students do not always have a diagnosed difficulty but it is felt that they would benefit from suitable encouragement and support.
- Assessments for Examination Access Arrangements. A small number of students find that the challenge of A Levels is affected by slow processing, speed of handwriting and other difficulties. We are able to assess students in order to identify if they qualify for examination access arrangements such as extra time, use of a lap top etc.
- Study Skills. All students are given an A3 Revision Calendar at appropriate times in the year to fit in with the examination schedule. They are given out at an Assembly when guidance is given on their effective use. Study Skills backup can also be found on the department's VLE (intranet) page.

The school does not have a specialist facility to give continuous extra teaching to those with significant learning needs. Students with mild difficulties (e.g. dyslexia, dyspraxia etc.) can, however, be provided with appropriate specialist support.

Gillian Moorcroft and Pam Brown, SENCo and Joint Heads of Learning Support

CO-CURRICULAR ACTIVITIES

King's School Talks

The **King's Talks** is the school's Blue Riband speaker society, which has a committed and enthusiastic following, and aims to attract eminent and high profile speakers from a variety of fields to enthuse, broaden intellectual horizons and develop a wider concern. Between two and four King's School Talks take place each term, to which all members of the school community are warmly invited, and at which sixth formers, through their heightened engagement with and their maturing awareness of broader topics and themes (some related to their curricular studies, but many not) may find a unique opportunity to relish the intellectual and cultural enrichment on offer. There is usually a chance to respond to the speaker, and this can lead to lively debate! The talks try to cover a diverse range of topics. In 2016-17 the line-up includes Andrew Harding (BBC's Africa Correspondent) on *'The Mayor of Mogadishu'*, Dr Conrad Leyser (Worcester College, Oxford), photojournalist Jeremy Hunter on *North Korea Exposed*, Prof Kerry Brown (King's College London and Chatham House) on *'The Power of Xi Jinping'* and talks by Rt Hon Greg Clark MP (Secretary of State for Business, Energy and Industrial Strategy) and the Rt Hon Dominic Grieve QC MP (Chairman of the Intelligence and Security Committee of Parliament and former Attorney General).

Recent talks have also included Raffaello Pantucci (Director, International Security, RUSI) on *'We Love Death as You Love Life – Britain's Suburban Jihadis'*, Sir Harold Walker (former UK ambassador to Iraq) on *'Why is the Middle East in turmoil?'*; Sir Michael Arthur (former UK ambassador to Germany and High Commissioner to India) on *'How will India shape the 21st Century?'*, Prof Archie Brown (Oxford University) on *'The Myth of Strong Leadership'* and Adrian Wooldridge from *The Economist*. Previous speakers have included Sir Stephen Wall (former UK ambassador to the EU) on *'Britain and the EU: A Stranger in Europe'*, Sir Bob Worcester (founder of MORI) on *'Who will win the 2012 US Presidential Election?'*, the BBC's David Loyn on *'Frontline: Reporting from the world's deadliest places'*, Lord Mark Malloch Brown (former Deputy Director General of the UN) on the *'Unfinished Global Revolution'* and the former Secretary of State for Defence, Liam Fox on *'Rising Tides: Facing the challenges of a New Era'*. Other recent speakers have been philosopher and Master of the New College of the Humanities Prof AC Grayling on *'Why the Humanities?'*, controversial journalist Peter Hitchens, General Sir Peter Wall (Chief of the General Staff), Martin Bell on *'Recollections of a Warzone Thug'*, Matt Dickinson (mountaineer and BBC film maker) on *'Everest and Beyond'* and Tim Butcher (author and former Telegraph war correspondent) on *'Chasing the Devil – on foot through Africa's killing fields'* (the *New York Times* travel book of the year) and also on *'The Trigger: Hunting the assassin who brought the world to war'*.

Owen Moelwyn-Hughes, i/c King's School Talks and Head of Politics

Drama and Dance

The King's School has gained a well-deserved reputation for Drama and Dance both on and off the curriculum. A major senior school production is staged towards the end of the Autumn Term. In recent years the following main plays have been presented in the school theatre, St. Mary's Hall on Northgate: *Arcadia* (2008), *The Boys Next Door* and *The Dresser* (2009), *Dracula* (2010), *The Crucible* (2011), *The Madness of King George III* (2014), *Woyzeck* (2015), *Joking Apart* (2016). *Cyrano de Bergerac* was also produced in the Malthouse venue in 2013. In 2007 we performed *Les Misérables* in the Marlowe Theatre and in February 2012 we returned to the newly rebuilt Marlowe Theatre with a production of *West Side Story* and a company of 130 pupils for five sell-out shows. In addition, in the Autumn Term and Lent Terms there are opportunities for House Plays to be performed in a number of venues around the school. In the Summer Term the focus is on King's Week. Full scale productions are performed in both St. Mary's by the Shells and Removes, and in the open air in a specially constructed theatre in the Mint Yard for Fifth and Sixth Form. *The Passion, Blood Wedding, The Lark, Great Expectations, The Merchant of Venice, The Red Shoes, The Comedy of Errors, Much Ado about Nothing, Oedipus, Prince of Denmark and Romeo and Juliet* are among the productions performed in recent years. KiDaCo (the King's Dance Company) meet throughout the year and produce a dance show for King's Week. There are also

opportunities throughout the year for the Lower School. We run a Junior Drama Club, as well as a Drama Excellence Programme for those with a particular aptitude for performance.

We are always looking for those who are keen to work backstage on design, lighting, stage management and sound. We have our own Technical Manager, Steve Bree, who will show you the ropes.

Rebekah Beattie, Director of Drama

Music

Music is a very important part of life at King's. We acknowledge and value all types of music-making and aim to provide the widest variety of performing opportunities for every pupil, regardless of his or her ability.

Instrumentalists are eligible for the following ensembles:

- **Symphony Orchestra** (2 rehearsals per week): open to all of Grade 6/7 standard or above, who are invited to join by the Director of Music upon the recommendation of instrumental teachers (See the Director of Music for more details)
- **Chamber Orchestra** (1 rehearsal pw): open to more advanced instrumentalists and covering challenging material from the standard orchestral repertoire. Entry is by invitation, as above
- **Wind Band** (1 rehearsal pw): open to woodwind, brass and percussion players (minimum standard Grade 3)
- **Sinfonia** (1 rehearsal pw): open to all string players who are not in the Symphony Orchestra
- **Chamber Music**: arranged by the Head of Strings and individual instrumental teachers. A wide variety of ensembles rehearse every week
- **Big Band** (1 rehearsal pw): Auditions are held at the beginning of the Autumn Term and a variety of swing music is prepared for performances during the year; there are also smaller jazz groups led by pupils
- **Rock Bands**: several of these are running at any given time depending on the pupils available

Singers are eligible for the following choirs:

- **King's Chorus** (1 rehearsal pw): There is no audition for this large chorus, and anybody who enjoys singing is welcome. No previous experience is necessary
- **Chapel Choir** (2 rehearsals pw): This is the main school choir and auditions are held at the beginning of the Autumn Term
- **Crypt Choir** (3 rehearsals pw): High levels of sight-reading and vocal ability are required for this choir; entry is by audition and members of the Crypt Choir must also sing in the Chapel Choir
- **King's Men, King's Swingers & King's A Cappella** (2 rehearsals per week): Male, female and mixed voice close harmony groups. Each group contains 7 or 8 singers and entry is by audition in September
- **Madrigalia (2 rehearsals pw)**: A small, advanced ensemble covering Renaissance and Baroque music for school services, performances and an annual tour to Europe

There is a busy schedule of concerts every term. These range from a large choral / orchestral concert held in the Cathedral, through informal and House concerts to the festival known as King's Week at the end of the Summer Term, as well as concerts in London venues such as St John's, Smith Square and the Temple Church. There are also foreign tours. Over 600 instrumental lessons are given each week by a visiting staff of 46 teachers. Music scholarships and choral exhibitions are available to external candidates for entry into the Sixth Form. Music is also offered as an academic subject at Pre-U, as well as A level Music Technology (Edexcel). For further information on any of the above please see the Director of Music.

Will Bersey, Director of Music

Sport

Sport is an integral part of the King's Sixth Form experience. All pupils will take part in three games sessions per week, and many pupils are selected to represent the school in fixtures, which occur for the most part on Saturday afternoons. The Games Programme is tailored around key educational values: the promotion of general and specific fitness that guides each pupil towards an active and balanced life style, and the incorporation of lessons learned through the experience of winning and losing both as an individual and as a team. The primary goal, however, is to ensure that the pupils enjoy their sport at King's.

The Sports programme for the Sixth Form is notable for the degree of choice available. Pupils can choose from the following activities:

Boys: *Rugby, Football, Hockey, Cricket, Rowing, Athletics, Cross Country, Fencing, Fitball, Golf, Horse Riding, Sailing, Squash, Shooting, Swimming and Tennis*

Girls: *Hockey, Netball, Rowing, Lacrosse, Tennis, Aerobics, Athletics, Cross Country, Fencing, Football, Golf, Horse Riding, Pilates, Rounders, Sailing, Squash, Shooting and Swimming*

Many of our pupils go on to represent their county and some also reach Regional and National levels. We are proud to have pupils currently representing their countries in Fencing, Hockey, Skiing and Shooting. Sport Scholarships can be awarded at Sixth Form level.

A strong coaching structure exists across all the sports. The majority of the coaches come from the experienced and dedicated Common Room, but outside coaches are also employed to provide specialist expertise.

The excellent sporting facilities at our Recreation Centre (Blore's), at our playing fields (Birley's) and at Westbere Lake allow the King's pupils the opportunity to flourish in whatever sport they choose.

Richard Singfield, Director of Sport

The Activities Programme

All Sixth Form pupils participate in an extensive programme of activities where they have the opportunity to nurture and refine talents, pursue current interests or try something completely new. With excellent facilities to call upon, as well as the expertise and enthusiasm of our staff, we are able to introduce pupils to an exciting range of pursuits.

Thursday afternoons currently find students involved in rehearsals for drama productions or working behind the scenes, designing costumes, hairstyles and make-up. They might be learning about digital photography, exploring ceramics or playing guitar in a rock and pop band or perhaps perfecting practical skills such as touch typing. For budding scientists we offer Young Scientist and the CREST Award scheme. Students can contribute articles for the Cantuarian school magazine or hone their presenting skills producing radio programs with a local station. Many are involved in cultural societies such as World Cinema and Spanish Film Club. Others are active in Young Enterprise, debating, Model United Nations or solving cryptic crosswords. The programme also provides Oxbridge candidates with the chance to attend critical thinking workshops and specialist talks or refine their interview techniques or STEP maths skills.

For the adventurous, our Combined Cadet Force is second to none and opportunities for individual as well as team sports exist either for off-season training, in preparation for major competitions or to experience sports such as horse riding, mountain biking, girls' football, beginners golf or power kites which are supplementary to the main games programme. Or students can choose to unwind, signing up for pilates, croquet, flower arranging, reading for pleasure or jam and chutney making.

We are proud that many of our students also make a valuable contribution to the local community, volunteering on projects of their choice outside the School, often as part of the Duke of Edinburgh Award. We currently have 60 students who help at local primary schools and charity shops.

The Activities Programme offered at King's encourages pupils to enrich their lives by exploring interests beyond the formal curriculum. Many pupils gain a real sense of achievement from success in unexpected areas. It is also great fun – and an excellent way to make new friends.

Andrew McFall, Head of Activities

Young Enterprise

The Young Enterprise Company Programme is not a business game but a real business experience over a full academic year. Through Young Enterprise you will discover for yourselves how a company functions. Pupils develop new skills such as: working as a team; leadership; making presentations; planning; financial control; taking responsibility; the need for commitment to quality. All become shareholders in their own company and may sell shares to others to raise the funding to start their company. Each company produces a final report and presents the company results to a shareholders' meeting. All shareholders are required to attend weekly board meetings (these usually last one hour) and at least another hour per week making and selling your product.

Lynda Horn

Debating

Debating at King's is a lively and busy activity, taken seriously by pupils but always with a sense of fun. The House Debating competition is a highlight within the debating calendar and often packs out the Schoolroom on a Friday night. The Senior competition runs in the Christmas term and the Junior competition in the Lent term. Those who wish to take their debating to a more advanced level are encouraged to come to the weekly senior and junior training sessions. Less experienced debaters are encouraged to enter the popular, annual Charity Debate (held in the Lent Term) in which pupils can debate with anyone they wish to, including siblings and teachers, by paying an entry fee given to the chosen charity. A new addition to the debating calendar is the pupil-organised East Kent Schools' Competition involving teams from a wide variety of local schools. School teams also compete in local and national competitions, including the Oxford and Cambridge schools' competitions, run by the two Oxbridge Unions, and the ESU Mace. King's has reached the national finals in the Oxbridge competitions regularly in recent years as well as the ESU Mace regional final. The King's Week Debate is the culmination in the debating year and is always a well-attended event.

Alanna Fraser

Model United Nations (MUN)

We have a committed group of activity members who work towards participating in conferences that simulate the General Assembly of the United Nations. The MUN activity is for those students who are budding diplomats with a keen interest in World Politics. We take on a particular country/countries and study their position on a range of topical issues in preparation for each conference. Procedure of the United Nations is followed at all times. Students learn how to draft resolutions and fine tune their negotiation skills, so that conflicts can be resolved. We aim to travel to participate in MUNs held in this country, or potentially further abroad - since this is a worldwide activity, the opportunities abound. This is stimulating and challenging fun and essential for those students who care about peace and co-operation in our world.

Ben Pennells

The Duke of Edinburgh's Award

The Duke of Edinburgh's Award (DofE) Scheme aims to have a positive impact on young people's lives, in terms of their personal development and employability. The DofE is all about going the extra mile – gaining new skills, pushing yourself physically, helping others and exploring new territories. At the same time, you'll gather friendships, experiences and memories that will last a lifetime.

Within the Sixth Form the school facilitates training to assist pupils in completing the Gold Award. This is usually an extension of activities begun in the Removes where participants will have secured a *Bronze Award* and request to continue onto Gold (although this is not a strict pre-requisite). The scheme is available to all and whilst it is voluntary, to complete this award pupils are required to be fully committed to the process, be able to dedicate to two school organised expeditions during holiday time and complete an additional 5 day Residential course organised by the participant in holiday time.

In order to register for the Gold Award, participants need to be 16 years or older prior to application. There are five sections: Volunteering, Skills, Physical Recreation, Expedition and Residential which come together to provide a flexible, balanced and achievement focused award. Participants must complete all five sections over an 18 month period in order to qualify for the Award.

The King's School aims to give all pupils who apply the opportunity to complete all sections of their Gold award before leaving School, although it is quite possible to finish the award after leaving. Whilst involvement in routine school activities will count towards their success, pupils need to show commitment, self-motivation, stamina and a willingness to progress their own awards.

Major Adam Vintner

Science Research Initiatives

Students who are considering taking a Science based degree at University might like to consider the **Thursday Science Research activities**.

The science department continues to carry out a number of research projects. The 2014-2015 year saw the start of the Spider Genome project in conjunction with Christ Church Canterbury University in which students are looking at recently translated DNA sequences from the Trinidadian Chevron spider. This project continues with students getting to grips with the comparatively new discipline of bioinformatics. This year we are applying to be involved with project M which involves 100 schools and 1000 samples of calcium carbonate and how small additives affect its crystal structure. Samples will be analysed at the diamond light source at Harwell in Oxfordshire.

Students with a particular passion are encouraged to approach the heads of science with their ideas.

The main aims of the activities are to provide students with the opportunity to engage with some genuinely open ended research (no answers in text books!!) and to give a flavour of what University science actually entails. A student may wish to formalise their involvement in a project by submitting an Extended Project which will enable them to translate their efforts into a grade and UCAS points*.

Many commentators have stated that in the era of "Big Data", publicly funded and freely available, there will many more opportunities for schools and "citizen scientists" to play a genuine role in scientific research. It is hoped that these research activities will enable pupils to get a feel for what they can contribute.

It is also possible to turn this work into an [Extended Project – see later](#).

Dave Scott, Head of Science (Research)

ACADEMIC SUBJECTS

Art and Design

The A Level in Art and Design Cambridge Pre U 9837 has been designed to encourage an adventurous and enquiring approach to art and design. It provides the opportunity to acquire a wide range of transferable skills that are of value in other areas of the curriculum. The focus is on art and design practice and the integration of history, theory, knowledge and understanding.

Pre-conditions

The normal pre-requisite for entry to the A Level course would be a high grade, normally A or A* in Art and Design at GCSE level. Students who have not taken GCSE may be admitted to the course if they can demonstrate a very high degree of energy, enthusiasm, creativity and visual awareness. The courses will suit those who have an aptitude for the subject and an interest in the visual language, with its expressive, communicative and cultural significance. It will equally suit those who wish to pursue further studies in Art and Design (including Architecture and Photography) as well as those who apply for non-Art-related courses at university.

Subject Combinations

Art and Design is the gateway subject to all the careers in the world of Art and Design. No particular combination of subjects is recommended since Art & Design can usefully co-ordinate with subjects across a wide range of Arts/Humanities/Sciences. Art & Design is valued as a subject by universities as part of the broad application process. In the light of individual needs, advice can be obtained from the Director of Art or from the Careers Department.

The Cambridge Pre U course has three components.

All three components are submitted for assessment at the end of the second year of study.

Component 1

Portfolio 30%

This is a body of work completed mostly over the first year of the course but assessed at the end of the second year.

Component 2

Critical and Contextual Study 30%

A written 3500 word essay completed within the time period of the course and assessed at the end of the second year.

Component 3

Project 40%

The major project [exam] can be started towards the end of the first year but must be completed by the end of the second year.

Submissions must include:

Supporting studies, including sketchbook(s) and a range of preparatory studies making up the preparatory work.

The portfolio component and the written component are both marked internally and are then externally moderated by the Examination Board. Externally Set Assignment, Project, is marked externally by the exam board.

Further Education and Careers

Those wishing to pursue a career in Art & Design, including Graphics, Fashion, and 3-dimensional Design (including Architecture) will find the coursework portfolio and the Pre U qualification of immense value. This qualification is highly sort after as a subject of entry to British universities. Increasingly other careers for which a background in Art and Design is highly relevant might include Advertising, Publishing, Marketing, Film, Photography, Interior design, Set design, Television, Theatre, Museum or Gallery-based work as well as the Design and Media industry.

Peter Cordeaux, Director of Art

Art History

Pre-Conditions

The subject is available to all sixth formers, whatever their other A Level/Pre-U choices, and it is true to say there is fruitful inter-collegiality in the teaching groups. Some Art History students have a mathematical or scientific bias, others embrace practical or performance subjects, while a number are humanities-oriented. There is no typical or recommended subject combination which includes Art History; it is a multi-disciplinary subject which gives its students the tools to analyse and understand how and why paintings, sculpture and buildings are created; it builds on existing enthusiasms, or simply on a new-found curiosity to know more about art and architecture. It may flow from a vocational calling to architecture. Although it centres on art and architecture within the western (essentially European) tradition, there is some study of non-western examples. In writing their 3000-word personal topic for Paper 4, students will have a totally free hand in choosing whatever appeals to them most - be it a particular work, a specific theme, an historical period, a favourite artist or architect - and they will be fully supported in resourcing and compiling their project.

Further Education and Careers

Art historians are natural communicators, sensitive thinkers, organised advocates and creative commentators. A significant number of sixth form art historians continue the subject at university. The career outlets for their skills embrace the full range of liberal professions, including the academic and commercial art worlds, architecture, business and commerce, the media, PR, advertising, law and politics.

General

Regular visits and trips are a feature of the Art History course, which aims to give students familiarity with much of the material covered. Typically, an optional study tour to Italy (currently, to Venice), funded entirely through the departmental budget, is run annually, at the beginning of the Easter vacation; and there are two compulsory day trips, paid for through the departmental budget – one in March (for the 6as) to the musée d’Orsay and Louvre in Paris, and one in November to London (for the 6bs); visits are also made to exhibitions and sites, closer to home. Outside speakers provide additional stimulus and students derive great benefit from encountering and responding to the fresh viewpoints they offer. The Department has a wide and ever-expanding selection of books, articles and DVDs. ICT plays an integral role through the accessibility of informative websites and digital images. The school library has an outstanding and constantly updated Art History section. The Vasari Society meets regularly and is a forum for art historical discussion and a range of associated activities, often pupil-led. The annual ARTiculation public speaking competition involves sixth form art historians in competing internally, regionally and, if successful, at the Cambridge final in March.

Course Content and Method of Examination

The two-year course comprises the following four compulsory papers (each equally weighted):

Paper 1 Analytical Studies in Western and non-Western Art

Thirty named, canonical works of painting, sculpture and architecture are studied formally and contextually; students answer **both** questions from **all three** corresponding sections in the exam.

1 hour 30 minutes, 60 marks, 25% of the total marks

Paper 2 Historical Topics

Students will study **three** of the following topics, and answer **three** questions in total in the exam, from at least **two** of these topics, from a choice of **five** questions on each topic:

Topic 1: The art and architecture of antiquity, c. 600 BC to c. 570 AD

Topic 2: Art, religion and society in Romanesque Europe, c. 1000–1200

Topic 3: A new heaven and new earth: Gothic art and architecture, c. 1140–1540

Topic 4: Man, the measure of all things: the Italian Renaissance, c. 1400 to c. 1600

Topic 5: Faith triumphant: 17th-century art and architecture

Topic 6: Defining the nation: art and architecture in Britain, c. 1700–1860s

Topic 7: Art, society and politics in Europe, c. 1784–1900

Topic 8: The shock of the new: art and architecture in Europe and the United States in the 20th and 21st centuries

The topics being studied currently are Topics 4, 5 and 7

2 hours 15 minutes, 60 marks, 25% of the total marks

Paper 3 Thematic Topics

Students will study **one** of the following topics, and answer **three** questions (from a total of **eight**) in the exam:

Topic 1: Art and architecture in the city

Topic 2: Landscape

Topic 3: Portraiture

Topic 4: The nude

Topic 5: Still life

The topic being studied currently is Topic 1: Art and architecture in the city: Venice

2 hours 15 minutes, 60 marks, 25% of the total marks

Paper 4 Personal Investigation

Candidates will complete an independent personal investigation in an essay of approximately 3000 words (40 marks), which is followed by an externally-conducted viva (20 marks).

Candidates will be expected to choose one area of research on any art historical topic both from within and beyond the Western tradition.

60 marks, 25% of the total marks

David Felton, Head of Art History

Biology

Open a newspaper or flick through a magazine and the chances are you will find an article related to one of the many exciting recent discoveries in Biology. However, this subject pervades all aspects of our lives, from mint flavoured toothpaste and forensic science to stem cells and brain development. These, plus a host of other aspects, are considered in our A Level course.

Pre-conditions and subject combinations

A prospective A Level student would be expected to have a good grade (A*, A) in GCSE/IGCSE Biology or an A*/A grade equivalent in the Biology component of GCSE/IGCSE Double Award Science. Biology is intertwined with so many subjects that we see a wide range of combinations. However, please note that those not selecting Chemistry with Biology will severely limit their choice of courses in further education.

The most typical combinations are:

- Biology/Chemistry/Physics
- Biology/Chemistry/Mathematics or double Mathematics
- Biology/Chemistry/Geography or Geology

Course Content

The Pearson Edexcel A Level course comprises eight topic areas.

- Topic 1 – Lifestyle, Health and Risk
- Topic 2 – Genes and Health
- Topic 3 – Voice of the Genome
- Topic 4 – Biodiversity and Natural Resources
- Topic 5 – On the Wild Side
- Topic 6 – Immunity, Infection and Forensics
- Topic 7 – Run for your Life
- Topic 8 – Grey Matter

Method of Examination

Pupils will sit three papers at the end of year 13. Each paper will be 2 hours long and all have equal weighting. Paper 1 will assess material from topics 1 to 6 whilst paper 2 will assess topics 1 to 4 and topics 7 and 8. Paper 3 will assess general and practical applications in biology and will include a pre-release article.

Eighteen practical tasks will take place over the two years and will be assessed internally and moderated by Pearson Edexcel.

Further Education and Careers

A good proportion of students who take Biology go on to pursue a further education course in a Biological Science, Medicine, Veterinary Science or a related course such as Agriculture, Biochemistry, Environmental Sciences, Food Sciences, Forensic Sciences, Medical Physics, Microbiology, Pharmacology and Physiology.

Stephen Winrow-Campbell, Head of Biology

Chemistry

Pre-conditions and subject combinations

Chemistry A Level is a challenging course which contains significantly more demanding theory than GCSE/IGCSE. Pupils taking up this course must be confident with fundamental chemical principles, such as the mole concept, writing formulae and balancing equations.

A prospective A Level student would be expected to have a good grade (A*, A) in GCSE/IGCSE Chemistry or an A grade equivalent in the Chemistry component of GCSE/IGCSE Double Award Science. A good grade (A*, A, B) in GCSE/IGCSE Mathematics is also essential. Chemistry is often described as the 'central science'. While a few students may take Chemistry as their only science, usually it is best studied in combination with the other sciences and Mathematics.

The most typical combinations are:

- Chemistry/Physics/Mathematics or double Mathematics (for Chemistry or Engineering)
- Chemistry/Biology/Physics (for Medicine or Biology related courses)
- Chemistry/Biology/Mathematics (for Medicine or Biology related courses)
- Chemistry/Geography or Geology/Biology or Physics or Mathematics (for Geographical or Geological courses)

However, significant numbers combine Chemistry with a Modern Language, English, History, Economics, Politics, Theatre Studies, Art etc.

Course Content

We will be using the Edexcel specification (9CH0). The course is a traditional one and gives equal weighting to the three main branches of Chemistry: Physical, Inorganic and Organic. The course is taught in a linear fashion and practical work will form a core of the course to enable student to cover the following topics:

- Atomic structure and the Periodic table (C)
- Bonding and Structure (C)
- Redox I (C) and II
- Inorganic Chemistry and the Periodic Table (C)
- Formulae, Equations and Amounts of Substance (C)
- Organic Chemistry I (C), II and III
- Modern Analytical Techniques I (C) and II
- Kinetics I (C) and II
- Equilibrium I (C) and II
- Acid-base Equilibria
- Energetics I (C) and II
- Transition Metals

(C) – denotes a core topic assessed across all three examination papers

Laboratory skills are essential in Chemistry and are assessed internally over the course and practical competency forms an integral part of the course.

There are two teachers for each set; resetting takes place at the beginning of the 6a year.

Method of Examination

The examinations are broken down into three papers:

Paper 1 – written paper, 1 hour 45 minutes – multiple-choice, short open, open-response, calculations and extended writing questions (30%). Paper covers the core topics plus Equilibrium II, Acid-base Equilibria, Energetics II, Redox II and Transition Metals

Paper 2 – written paper, 1 hour 45 minutes - multiple-choice, short open, open-response, calculations and extended writing questions (30%). Paper covers the core topics plus Kinetics II, Organic Chemistry II and III and Modern Analytical Techniques II

Paper 3 – written paper, 2 hour 30 minutes - multiple-choice, short open, open-response, calculations, extended writing questions and understanding of experimental methods (40%). Paper can draw on any topics of the specification.

Further Education and Careers

A Level Chemistry is excellent preparation for most university science courses, including:

- Chemistry courses of all varieties
- All those under the heading of Biology* (essential for Medicine, Dentistry, Veterinary Science)
- Some Engineering courses (especially Chemical Engineering), and others under the heading of Physics
- Earth Science, Geology, Geochemistry, Geography
- Any course requiring numeracy and logical thought - Accountancy, Business Studies, Law etc.

* i.e. Agriculture, Biochemistry, Botany, Dentistry, Environmental Sciences, Food Sciences, Forensic Sciences, Medical Physics, Medicine, Microbiology, Pharmacy, Pharmacology, Physiology, Veterinary Science and Zoology.

Those who go on to study Chemistry at university may do research in the subject for a PhD and then may work in academia or the pharmaceutical industry. A Chemistry degree is often excellent preparation for a career in management, marketing, the Civil Service, accountancy and many more.

Stewart Hayes, Head of Chemistry

Classics: Latin and Greek

Pre-conditions and subject combinations

Pupils should choose Latin and/or Greek because they involve a stimulating combination of language, literature and history. High grades are attainable by any pupil who has done well at GCSE, is interested in the ancient world and is prepared to work. Pupils who have studied Greek and Latin as 'Gratin' will find that the time allocation for the separate subjects is much more generous at AS/A Level. Latin is studied for eight periods per week at AS and so is Greek. Those who choose Greek usually combine it with Latin. Latin provides an obvious support for the study of English and Modern Languages and complements the study of History and other subjects including Classical Civilisation. Both Latin and Greek combine well with courses in the Arts & Humanities and also in the Mathematics and Science areas. There is a flourishing Classical Society and pupils are encouraged to develop their interest in the Classical world by means of a variety of extra-curricular activities. Oxbridge preparation can take place under the auspices of the Pater Society; both students and invited speakers offer talks or workshops on Classical themes. Visits to the theatre and to study days and museums are arranged as appropriate.

Course content and method of examination

The programme over the two sixth form years and the format of the A Level examinations are similar in both languages. A wider experience of language and literature work is offered, together with some exploration of the cultural background. A balance is struck between a sympathetic literary approach and accurate translation work. Unseen translation of a variety of passages is tackled alongside a programme of grammatical consolidation which ensures that pupils feel secure in their ability to translate to and from the ancient languages.

The Department will follow the new OCR specifications for Classics.

Full syllabus details can be obtained from the Head of Department or found on the OCR website.

Latin: <http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

Greek: <http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-greek-h044-h444-from-2016/>

There are four units, which will be taken at the end of the two year course. There is no coursework.

Paper 1 – Unseen translation

Paper 2 – Prose Composition or Comprehension

Paper 3 – Prose Literature

Paper 4 – Verse Literature

Further Education and Careers

Classics courses are available at most good universities. The study of Latin and Greek can lead to 'Greats' at Oxford or the Classical Tripos at Cambridge. Latin and Greek also provide a sound basis for courses that are not taught directly at school, such as Law and Oriental Languages. There is an ever-increasing range of combined courses at university such as Latin/English, Greek/Russian and Ancient/Modern History. New courses in Archaeology & Anthropology are also proving to be attractive to King's students.

The same wide variety of careers as for other Arts graduates is open to Classicists, and most employers view a Classics degree with enthusiasm. Many graduates practise Law or enter the Civil or Diplomatic Services; some go into Accounting or Computing while others enter the worlds of Commerce, Publishing or Journalism. Contrary to popular belief, few become teachers!

Classical Civilisation

Pre-conditions and subject combination

Anyone can study Classical Civilisation at AS and A2 – it is not necessary to have studied Classical Civilisation or a Classical language at GCSE. Everything is studied in English – as well as detailed reading of specified sections of the set texts, wider-ranging themes in literature are studied; examination of cultural or art and archaeological issues using primary evidence is a large part of some modules. Classical Civilisation stands as a rounded subject in itself, but combines well with Classical Languages, English, Theatre Studies, History of Art, History, Modern Languages and Religious Studies. It also provides opportunities for pupils opting mainly for the Sciences or Mathematics in the Sixth Form to continue their interest from the GCSE years in literature, art and history, and to broaden their course of study.

Course content and method of examination

The Department will follow the new OCR specifications. Details of specific topics can be found on the OCR website (<http://www.ocr.org.uk/Images/315133-specification-accredited-a-level-classical-civilisation-h408.pdf>) or explained by the Head of Department.

Students study three modules over two years. The choice of topic may vary from year to year, depending on the interests of the teacher or the group. There is no coursework.

Component 1 :The world of the hero

This is a compulsory component consisting of an in-depth study of:

- *one of Homer's Iliad or Odyssey*
- *and Virgil's Aeneid*

– 40% of exam (2hr 20min paper)

Component Group 2: Culture and the arts

Learners must study one component in this component group, chosen from:

- *Greek theatre (21)*
- *Imperial image (22)*
- *Invention of the barbarian (23)*
- *Greek art (24)*

All components in this group involve the study of visual and material culture. I

n all except Greek Art this is combined with the study of literature in translation.

– 30% of exam (1hr 45min paper)

Component Group 3: Beliefs and ideas

Learners must study one component in this component group, chosen from:

- *Greek religion (31)*
- *Love and relationships (32)*
- *Politics of the Late Republic (33)*
- *Democracy and the Athenians (34)*

All components in this group involve the study of an area of classical thought, in combination with either the study of literature in translation or visual/material culture.

– 30% of exam (1hr 45min paper)

Visits to the British Museum and other museums are likely to form a part of the course of study for the art and architecture modules; there have been expeditions to Italy, Greece and Sicily too; visits to Classical sites will be arranged where possible: students who have become interested in archaeology often arrange work experience on digs or at museums in their holidays. The Pater Society offers a wide variety of talks and activities of interest to everyone studying Classical subjects.

Further Education and Careers

There are degree courses in Classical Civilisation at a wide range of universities. While some pupils continue their study of Classical Civilisation, others pursue courses in Archaeology & Anthropology, Theology or Philosophy.

The same wide variety of careers open to any Arts graduate is available to Classical Civilisation graduates and, while some are attracted to jobs involving research and presentational skills such as Journalism or Local Government, others pursue exciting careers in the Media.

Janet Taylor, Head of Classics

Computing

Pre-conditions

Numbers permitting, computing will be offered as a linear A Level in the main blocks. A GCSE in Computer Science or Computing will be highly beneficial to making a positive start the course, however, students without a GCSE in computer science have always done well in the past if they have shown a high level of interest, and are experienced in coding. A grade A at GCSE Mathematics or equivalent is required as is an interest in computer programming.

Course Content A Level

Pupils will follow the AQA specification consisting of three units covering the fundamental principles of Computing plus a practical project:

- 1 Fundamentals of programming
- 2 Fundamentals of data structures
- 3 Fundamentals of algorithms
- 4 Theory of computation
- 5 Fundamentals of data representation
- 6 Fundamentals of computer systems
- 7 Fundamentals of computer organisation and architecture
- 8 Consequences of uses of computing
- 9 Fundamentals of communication and networking
- 10 Fundamentals of databases
- 11 Big Data
- 12 Fundamentals of functional programming
- 13 Systematic approach to problem solving
- 14 Non-exam assessment - the computing practical project

Assessment is via two papers and one project.

Paper 1 (Unit 1, 40% of the A Level). This paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1-4 above. On-screen exam: 2 hours 30 minutes. Preliminary Material will be issued, a Skeleton Program (available in each of the Programming Languages) and, where appropriate, test data, for use in the exam.

Paper 2 (Unit 2, 40% of the A Level). This paper tests a student's ability to answer questions from subject content 5-12 above. Written exam: 2 hours 30 minutes.

The Project. (20% of A-Level). The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 13 and 14 above.

Further Education and Careers

Through studying Computing students can go on to either higher education or pursue a career in medicine, law, business, politics or any type of science as well as any specific computer based course or career.

Chris Wooldridge, Head of Computer Science and Coding

Critical Thinking

In 2012, Cambridge Assessment, an arm of Cambridge University, conducted a survey of university lecturers which found that many students arrive unprepared for undergraduate study, particularly in areas where students had to think creatively for themselves - in academic writing, self-directed study and independent thinking. The Critical Thinking course is designed to equip pupils with stronger thinking skills, both reinforcing and enhancing their A Level performance, and helping to provide them with a competitive edge in their university applications.

The OCR course is skill-based and seeks “to bring together the skills involved in thinking and arguing in a critical and logical way. The aim is to provide candidates with a framework which can be applied in a practical manner to a range of materials, situations, problems and issues. There is not an obvious body of content to deliver, but rather a range of skills which candidates should be enabled to acquire.”

The four units which comprise the complete A Level course indicate the value of this subject to students and its relevance to all areas of education:

- AS: Credibility of Evidence
 Assessing and Developing Argument
- A2: Resolution of Dilemmas
 Critical Reasoning

Tests in critical thinking are becoming increasingly popular in assessing a candidate’s suitability for certain types of employment or for competitive courses in higher education. Oxford University, for example, now uses admissions’ tests for 90% of their undergraduate courses, and many of these, including the Thinking Skills’ Assessment (for PPE, Geography, Economics & Management and Experimental Psychology) utilise critical thinking skills and techniques. Most Law courses at leading universities also require candidates to sit the LNAT test, which is critical-thinking based, whilst the BMAT test for prospective Medics and Vets also has a thinking skills’ section.

The course thus has significant instrumental value for sixth-formers with specific aspirations towards particular institutions or courses but is also of value to those who wish to improve their thinking, and as a result, assist their A Level performance.

It is taught utilising three periods per week. There are two AS units, taken in the summer, each comprising a 90-minute examination on an unseen resource document which requires students to apply the skills they have learnt to unfamiliar material.

Alanna Fraser, Head of Critical Thinking and Head of Extended Projects

Design & Technology

A Level Design & Technology is a practical based subject which aims to develop a pupil's experience and understanding of the theoretical and working characteristics of materials, tools, equipment and processes. The challenge of the subject is to use this knowledge base, together with creative flair and good personal organisation and time management skills, to design and make solutions to real-life design problems.

Pre-conditions and subject combinations

Candidates are expected to have previously studied a GCSE Design & Technology subject such as Product Design or Engineering. Design & Technology can be successfully combined with a wide variety of subjects, as it cuts across the division between the Arts and Sciences.

Course Content and Method of Examination

Design & Technology will run as a two year linear A Level. We presently offer Edexcel Design & Technology Product Design (9DT0). The course has two unit components:

- **Component 1** - "*Principles of Design and Technology*": Students develop a knowledge and understanding of a wide range of materials, processes and technologies used in the field of design & technology. Students will learn about factors influencing the design and development of products, such as ergonomics, design movements, modern technologies, health and safety considerations, and environmental issues. Students will also need to consider issues concerning modern commercial manufacturing, such as scale of production, the impact of digital technologies, market research, planning, patents, standards and product life cycle.

The unit is externally assessed in a single 2 hour 30 minute written paper (50%)

- **Component 2** - "*Independent Design & Make Project*": Students will produce a single coursework design & make project of their own choosing. Students may use any resistant material or combination of materials to construct a prototype product, which is submitted for assessment together with a supporting A3 portfolio of approximately 40 pages.

The unit is internally assessed and externally moderated (50%)

Further Education and Careers

Design & Technology is an excellent choice for students seeking entry to undergraduate courses in Engineering, Industrial Design, Product Design, Human Factors Engineering, Architecture and related areas. The intellectual rigour, creativity and project management skills required by this course will be relevant in most degree courses and careers. Recently Design & Technology has been accepted as an appropriate third A Level (after Maths and Physics) for those seeking entry to the Cambridge University undergraduate Engineering course. Able candidates are encouraged to apply for an Arkwright Scholarship during the January prior to entry to the Sixth Form. Arkwright scholarships are a very useful addition to the CV of an aspiring Engineer. We currently have two Arkwright Scholars at King's. <http://www.arkwright.org.uk/>.

Matthew Rolison, Head of Design & Technology

Drama and Theatre Studies

Pre-conditions and subject combinations

GCSE/IGCSE Drama may make for a natural progression into A Level Drama and Theatre Studies, but this is not a prerequisite; enthusiasm and dedication are, however, essential, along with the ability to work independently and without routine. Drama and Theatre Studies stimulates the imagination, encourages a spirit of enquiry, empathy and builds confidence, teambuilding and leadership skills through group work. It combines extremely well with many other A Level subjects and is often an excellent counter-balance to science-based subjects, as a significant part of the academic programme is made up of practical work.

Course Content and Method of Examination

The A Level Drama and Theatre AQA specification provides opportunities for the student to pursue particular aspects of study, within the context of wider theatrical knowledge and experience of drama. It is designed in 3 components in order to give the students the breathing space to explore their work practically and in great depth.

Component 1: Drama and theatre. This component focuses on the students' knowledge and understanding of drama and theatre through in depth practically based exploration and study of two set plays in differing styles. Students will also study and analyse the work of live theatre makers, so the need for theatre visits throughout the course will be crucial. Practical sessions on theatre design and directorial intention will be included to give the students a rounded view of theatre as a whole. This component is assessed by a written examination at the end of the course, in order to take full advantage of the knowledge built up over the two years.

Component 2: Creating original drama. This section of the examination involves the students creating a devised piece of drama, influenced by the work and methodologies of one prescribed theatre practitioner. Therefore, workshop exploration will take place to study the methodologies of several practitioners, and the political and social contexts which influenced their work. The students' work is assessed both through the resulting performance itself and a working notebook which will document their creative process. Students can contribute and choose to be examined either as a **performer, designer** or **director**. This component is marked internally and then externally moderated.

Component 3: Making theatre. The students will practically explore and interpret three extracts from separate plays. They will keep a log of their work in order to create a reflective report at the end of the component. Eventually, they will perform the third extract for a visiting examiner and once more this can be in the role of either **performer, designer** or **director**.

Students choosing to take Drama and Theatre Studies in the Sixth Form participate in school organised theatre visits both locally (e.g. at the Gulbenkian and Marlowe theatres in Canterbury) and nationally (e.g. Barbican Theatre, The Almeida, The Old Vic, The Royal National Theatre, Royal Court, Young Vic etc.). Productions are selected to offer the widest possible range of dramatic genres and performance styles, including dance. Those seen in recent years include: *Measure for Measure*, *Escaped Alone*, *Othello*, *To Kill a Mockingbird*, *The Homecoming*, *Wolf Red*, *One Man, Two Guvnors*, *King Lear* and *The Shawshak Redemption*. Theatre companies such as *Tmesis* are also booked to come to King's to perform and take workshops with the students.

Further Education and Careers

Drama and Theatre Studies has been a recognised university degree programme in Britain since 1946. Undergraduate and postgraduate study is available at a wide range of universities including Bristol, Exeter, Goldsmiths, Hull, Kent, Leeds, Loughborough, Manchester, Royal Holloway, UEA, and Warwick. Vocationally oriented courses are also offered by leading Drama schools such as RADA, LAMDA and The Bristol Old Vic. As well as careers in the theatre and television, many Drama graduates are highly successful

in industries that have a need for public speaking, entrepreneurship, or creativity. The subject promotes the students' empathy, communicative and collaborative skills; all vital traits for success in the workplace.

Rebekah Beattie, Director of Drama

Economics

Pre-conditions and subject combinations

There are no formal requirements to study this course and experience indicates that a hard-working approach is the most important factor for those that seek top grade success. Economics has seen a significant increase in popularity in recent years; much of this is due to the topicality and accessibility of the material and the ease with which it combines with a multitude of other subjects. There is a basic mathematical content and so an A grade at GCSE may be useful as an indicator of the propensity for logical thought. For those wishing to read Economics at the most prestigious universities Maths A Level will be required (and in a few cases Further Maths).

Students are expected to pursue their interest in the subject by participating in a wide range of activities outside of the classroom. The Economics Society meets weekly and provides the opportunity for students to discuss and debate topical news. Students take part in various national competitions (e.g. the Student Investor Challenge and Target 2.0 Competition). Several economics study field trips are organised each year (e.g. New York in November half term; local Kent businesses such as Shepherd Neame, Thanet Earth, Dreamland; and London businesses such as Lloyds of London, Shell International, The Bank of England). External speaker events are held on site (e.g. global risk manager, HSBC) and students are taken to public talks (e.g. Marshall Society Conference at Cambridge University). Additional coaching is provided for students who are entering essay competitions. This year a King's School student won the prestigious Royal Economics Society essay competition – Sherwood Lam beat 1,700 students to the first prize of a £1,000. Teaching support is given to those doing an Extended Project on a title related to Economics and Business. Those pupils who apply for Oxbridge Economics receive an extra, intensive programme of study.

Course content and method of examination

The specification aims to engender an interest in and enthusiasm for the study of the subject. It helps students to develop both an understanding of a range of economic concepts and an ability to use these in a variety of contexts. Students are encouraged to use an enquiring, critical and thoughtful approach and to try to think as an economist.

The Department follows the Edexcel specification. Details of the specific topics can be found on the Edexcel website or explained by the Head of Department.

Four key themes are covered:

Theme 1: Markets and Market Failure

- The nature of economics
- How markets work
- Market failure
- Government intervention

Theme 2: UK economy – performance & policies

- Measures of economic performance
- Aggregate demand and aggregate supply
- National income and economic growth
- Macro objectives and policy

Theme 3: Business Behaviour & Labour market

- Business Growth and objectives
- Revenues, costs and profits
- Market structures
- The labour market
- Government intervention

Theme 4: A global perspective

- International economies
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macro economy

The students study these four modules over two years before sitting three (two hour) exams.

Paper 1 is the Microeconomics exam (theme 1 and 3 above), worth 35%

Paper 2 is the Macroeconomic exam (theme 2 and 4 above), worth 35%

Paper 3 examines both Micro and Macro (all themes), worth 30%.

The question types used are a combination of: multiple choice and short answer; data response; essays.

Further Education and Careers

This is an excellent subject to develop logical thinking and systematic analysis and it lends itself to a range of career options. Obviously, the City is a popular path, but these days most careers involve an element of economics and so a basic grounding can prove extremely useful in all walks of life.

There are currently over 80 King's School alumni studying Economics (or a related subject e.g. business) at 33 different Universities in the UK and abroad. A further 44 students are in the process of applying this year. This provides a useful network of people who can provide help and advice to A level Economics students considering their options in further education and beyond.

Charlie Chester, Head of Economics

English Literature

Pre-conditions and subject combinations

A or A* grades in both GCSE or IGCSE English and English Literature are essential: Sixth Form English Literature involves the study of challenging literature from, for examples, Chaucer, Shakespeare, Austen and Bronte, to Auden, Heaney, Woolf and Atwood. It also requires the writing of lucid, cogent, accurate and well-illustrated formal literary-critical essays.

Students will produce, on average, a piece of formal academic writing once a week, as well as prepare sections of text or read more widely for a few hours, and over the two years they will read a wide range of books and extracts in addition to the eight core texts. Giving talks to the class or to the year group, writing creatively and even acting or directing are also essential parts of the learning process at this level. Extra reading will combine texts by the same author, or from the same period or genre, with literary criticism – a significant departure from GCSE and IGCSE. English pre-U is an academic pursuit for those who enjoy reading widely – plays, novels, poetry, history and literary theory and criticism – and discussing ideas openly with others, researching text and context, and preparing presentations, from straightforward lectures to making short films. Students learn as much about life and language as they do about art, and this is supplemented by regular trips to the theatre, art galleries. There is a wide range of extension activities, from reading groups to the Marlowe Society to creative writing symposia. There is also the option to take English for University as an activity, in which students have hands-on access to the school's

Walpole collection of writers' letters and manuscripts. English at this level is as rewarding as it is demanding, and those who do well love both words and ideas.

English Literature goes with anything. It stands on its own, of course, comprising elements of history, philosophy, psychology, sociology, linguistics, and many other disciplines, but it will complement any of the Arts and Humanities, and any subject requiring essay-writing. For some pupils it provides variety if their main interests are in the Sciences. At present about a third of the Sixth Form at King's studies English Literature.

Course Content and Method of Examination

The advantage of Pre-U Literature in English (9765) is not only its intelligent choice of set texts but its balanced coverage of literary forms and periods, and of literary disciplines. It requires the study, for example, of an equal amount of poetry, prose and drama, with Shakespeare having a special place. Half of the course relies on the traditional teaching of set texts for an exam, but the other half demands intellectual independence and research skills, since one of the exam papers is an unseen, which asks students to use their academic training to think for themselves on the day, and the coursework element is marked externally, so the student is independent of the teacher once his or her project is underway.

Components

Paper 1	Poetry and Prose	Two Hours	25%	Exam
Paper 2	Drama (two texts)	Two Hours	25%	Exam
Paper 3	'Unseen'	Two Hours 15 Minutes	25%	Exam
Paper 4	'Coursework' (four texts)	3000-3500 words	25%	Project

Set Authors for 2018

Paper 1	Chaucer, Pope, Herbert, Wordsworth, Stevenson, Auden, Murray, Heaney, Collins, Austen, Fielding, Bronte, Joyce, Mantel, Woolf, Atwood
Paper 2	Shakespeare, Behn, Jonson, Churchill, Beckett

Purpose

The purpose of the course is to encourage students to write fluently in response to a variety of literary texts, venturing personal opinions and providing evidence to back up literary insights. Originality and flair are rewarded, and wide reading in the holidays helps, and is often necessary. Good English Literature students develop independent judgment, clarity of perception, and skill in reading and analysis that enable them to understand the world around them, and to enjoy the treasures literature has to offer. Academic expectations are high, but it is important to the department that students develop a love of literature that will outlast school. The emphasis is on enjoyment, and success is rarely far behind.

Further Education and Careers

English Literature is a good preparation for degrees in English, Law, Philosophy, Theology, American Studies, History of Art and Drama. It is also an excellent grounding for any career involving communication. And these days it is more and more being favoured by commerce and industry because its graduates know how to use language, and often have the best 'people skills'.

Alex Latter, Head of English

The Extended Project Qualification

The post-16 curriculum reforms saw the addition of the Extended Project to the curriculum. However, it can also be taken as a standalone qualification for those following other academic paths. We believe that, if it is delivered and presented in a scholarly framework, it can provide an excellent addition to A Levels. In terms of UCAS points, the Extended Project is equivalent to half an A Level. Done well, the project helps to develop the following skills, making it both instrumentally and intrinsically worthwhile:

- Planning and research skills
- Analytical and evaluative skills
- Critical thinking skills
- Presentation skills
- Essay writing skills

The Project can also bridge the gap between GCSE and A2. Assessment is by means of a 6000-word essay (85%) and an oral presentation (15%).

It can be taken in May of 6b, January of 6a or June of 6a. If a candidate wishes to have a recorded grade on their UCAS form, it must be submitted in May of 6b. With most of the A Level courses now moving to a linear (two-year) route, universities have less information to use to make their offer decisions. Completion of an Extended Project is thus a valuable way of helping a pupil to make a successful university application, differentiating them from other candidates and demonstrating their commitment to their chosen path of study and most of our 6b group try to submit within the one-year framework.

The university perspective

Universities increasingly recognise the value of the Extended Project qualification. Some may even provide a lower grade offer for those with a successfully completed EP submitted in their 6b year. For instance, Bristol University (currently the most popular university with King's pupils) has issued the following statement, "*The University recognises that some A-level students may also choose to offer the Extended Project. In such cases some admissions tutors may take two alternative offers, one of which involves success in the Extended Project (e.g. either AAA at A-level or AAB at A-level plus Extended Project).*" All the leading universities in the UK recognise the value of the Extended Project; further details of policies/statements regarding the Project can be found on individual university admissions' websites.

It can also be extremely valuable for Oxbridge candidates, as it enables prospective candidates to demonstrate independent research skills, equivalent to those they will be expected to use in their courses, interest in their chosen degree subject that reaches beyond the A Level syllabus and, for those intending upon subjects at any university ab initio (such as Law, Medicine or Psychology), it can provide an excellent vehicle for demonstrating commitment to a particular course.

The taught course

There are two routes to completing a project at King's. The first is to do so outside the timetable; every year, a number of candidates choose this option, perhaps because they do Further Maths or have other commitments. This requires independent initiative and organisational skills, but is perfectly possible.

The majority opt for the taught course. In the Christmas term, pupils are introduced to:

- Critical thinking skills, including how to assess the credibility of sources, spotting logical flaws in arguments and how to construct an evaluative argument
- Research skills
- Academic writing skills, including academic referencing

Pupils must keep an Activity Log as part of the final project submission, and start to do this early in the Christmas term.

In the Lent term, the focus shifts to individual work. Pupils meet on a weekly basis with their teacher one-to-one, in the style of a tutorial, giving them an opportunity to discuss their progress, problems faced and next steps. Deadlines and milestones will be provided by the teacher to ensure that they work to appropriate goals.

Pupils are matched to a teacher with a broad interest in the same area as their own: the Extended Project teaching team is drawn from the full range of academic subjects offered at King's.

As well as a dissertation, pupils can opt for an artefact- or performance-based project, or scientific investigation. This provides for those interested in areas that might not lend themselves to an essay, such as science, engineering, design technology, fashion and art. Currently, King's has one set at 6b which focuses exclusively on performance and artefact projects.

Titles

Recent titles undertaken by King's pupils include:

- To what extent is physical determinism compatible with free will?
- Will autonomous vehicles have a positive impact upon society?
- What is ultimately responsible for causing the Arab-Israeli conflict?
- To what extent does corporate social responsibility contradict the core business objective of maximising shareholder wealth?

Titles must be evaluative and enable the candidate to construct a balanced argument which assesses the relative merit of a number of lines of enquiry.

An example of science-based extended projects

There are many reasons why you might choose to study one or more of the sciences at A Level. In addition to being well regarded qualifications in their own right they show that you are capable of dealing with abstract explanatory models and numerical problems amongst other skills. Should you be considering studying the sciences at University it is well worth considering scientific issues beyond the immediate confines of the syllabus and the Extended Project offers that opportunity.

Competition for science courses at many Universities is fierce and a well-researched and skilfully presented Extended Project could, in addition to giving you a potential 70 UCAS points, tip the balance in your favour for the offer of a place.

During your initial research and literature review you would be encouraged to contact University lecturers/researchers in areas of interest to you and ask for reading lists and perhaps some guidance. Although University staff are under no obligation to correspond with you the majority will almost certainly either give advice or at least direct you to someone who can do so. It goes without saying that if you develop a positive relationship with staff in a department of a University at which you later decide to apply then your enthusiasm for the subject, in conjunction with your independence of mind, will count in your favour. A science-based EP can give you the opportunity to carry out some open ended research and many institutions are now gearing up to enable you to examine novel data sets (e.g.: the Sanger Institute in Cambridge).

Even if you choose to change direction and focus on a very different aspect of science a first rate science EP will give you the chance to display independence of mind, determination and a genuine sense of curiosity which will enhance your application as well as giving you a very real experience of scientific research.

Dave Scott, Head of Science (Research)

What is said of science here can of course be said about almost any other subject area. Extended Projects can be very beneficial, and are likely to become increasingly beneficial, for university applications.

Alanna Fraser, Head of Critical Thinking and Head of Extended Projects

Geography

Pre-conditions and subject combinations

Candidates who have a wide interest in the world around them will benefit from the local and global issues we cover, reflecting the inter-relationship between Man and the Environment. The course will encourage learning both inside the classroom and outside, undertaking practical work in the field. It is beneficial if candidates have achieved a grade B or above for GCSE Geography, but this is not imperative for choosing this subject. Candidates need a firm grasp of the English language and should be able to recognise several opinions and sides of people-related debates, whilst also recognising the necessity of in-depth detail in all areas.

Geographers come from a wide range of backgrounds and each Sixth Form set is likely to include a mix of arts and science students. Geography suits all subject combinations, as it provides scientists with the chance to write discursively, whilst it gives artists the opportunity to have a scientific slant to their Sixth Form studies.

Course Content and Method of Examination

We will be following the CIE International A-Level course which allows us to sit the AS exam early, in November, prior to focusing on the A2 units for the final June examinations. The exam encourages the development of a wide range of intellectual skills, and enhances the skills of literacy, numeracy and data response, as we seek to explain the human and physical environments in which we live. There is no coursework. The structure of assessment is set out below:

- *Paper 1 (AS):* Core Geography (3 hour exam, 6a November, 50%)
- *Paper 2 (A2):* Advanced Physical Options (1½ hour exam, 6a June, 25%).
- *Paper 3 (A2):* Advanced Human Options (1½ hour exam, 6a June, 25%).

AS

Paper 1 is taken in November of the 6a year. Sitting this paper constitutes the whole of the AS exam. The exam questions are structured to require short answers, worth a maximum of 10 marks, using a variety of resources and stimulus material. The content of paper 1 is:

- Hydrology and Fluvial Geomorphology: including the study of drainage basin systems, flood hydrographs, channel processes, landforms, and floods.
- Atmosphere and Weather: including the study of the earth's energy budget, weather processes, forecasting, global warming and the influence of Man.
- Rocks and Weathering: including the study of plate tectonics, weathering processes, and the characteristics of granite and limestone scenery.
- Population Change: including the study of both natural change and migration, and also the understanding of the Earth's carrying capacity.
- Settlement Dynamics: including the study of settlements at all scales (rural & urban) and the challenge of future change (e.g. regeneration or sprawl).

A2

Papers 2 and 3 are taken at the end of the 6a year in one 3 hour sitting. The manner of assessment will require extended written answers worth 10 marks and 15 marks each. There may be stimulus material to refer to, such as maps, graphs, diagrams, photos. The content of these papers is as follows:

Paper 2

Hazardous Environments: including all physical hazards and their effect on lives and property, as well as their sustainable management in terms of prediction, risk, and mitigation.

Coastal Environments: including the study of wave, marine and sub-aerial processes; coastal landforms; coral reefs and atoll formation; and the evaluation of sustainable coastal management in contrasting locations around the world.

Paper 3

Global interdependence: including the study of trade flows and patterns in relation to the development of LEDCs and MEDCs, as well as the development and management of international tourism (and ecotourism) and its impact on environments, societies and economies.

Environmental management: including the study of renewable and non-renewable energy resources and levels of environmental degradation and pollution in both rural and urban environments, and the attempts to manage and upgrade them.

Field Trips

These are an important aspect of Geography, but will not have any coursework attached to them. This allows us to study the landscape and the environments at first hand without having to jump through hoops of assessment. The 6b year has two compulsory field-trip days out, during term time. These are (a) Physical geography: studying atmospheric and hydrological factors at the Devil's Kneading Trough and the River Stour, near Wye. (b) Human geography: visiting the London 2012 Olympics site and studying various urban redevelopment projects such as Canary Wharf and the ExCeL Centre. The A2 course has one compulsory 3-day residential field trip to Lulworth Cove (in June of the 6b year) to study the Dorset coastline. In the summer holidays between the 6b and 6a year we take an optional field trip to Iceland to look at the world famous sites on the 'Golden Circle' including a swim in the blue lagoon; a hike on a glacier; whale watching; a visit to the volcano Mt. Hekla and also the recent eruption of Mt. Eyjafjallajokull; as well as the Great rift valley of the North-Atlantic ridge at Thingvellir where pupils can stand with one foot in Europe and one foot in North America. This trip offers students the opportunity to use Iceland as a case-study in the A2 topics of Hazards, Energy, Coasts and Tourism.

Further Education and Careers

Every year a large proportion (40-60%) of the 6a Geography pupils go on to study Geography at university. However those who combine with Mathematics and the Sciences may study anything from Engineering to Natural Sciences or Medicine; whilst those who combine Geography with the Arts or Social Sciences may move on to study Law, Economics or one of the many single honours courses.

Robert Sanderson, Head of Geography

Geology (Earth and Planetary Science)

Pre-conditions and Subject Combinations

Geology is the branch of science concerned with the structure, evolution and dynamics of the Earth (volcanoes, earthquakes etc.) and with the exploitation of the mineral and energy resources that it contains. It deals with the vastness of geological time and the record of organic evolution, leading to a deeper understanding of the significance of life. Geology is ideally suited to fulfil the educational purpose of demonstrating the relevance of science to society and is also a highly topical subject with many links to other subjects even outside the traditional sciences.

There are no pre-conditions for studying this course, and no previous knowledge of geology is required - the specification builds on knowledge, understanding and skills acquired during the core GCSE courses. The subject is equally available to students from both the Arts and Science Departments, and can be studied with equal levels of success in combination with most other subjects.

Course Content

The A level course comprises the following in the first year:

- Foundation Geology - this unit deals with the global structure of the Earth and the composition of the crust; the Earth's energy sources and the resultant internal and external geological processes; the geological record of change and the relative and absolute dating of geological events.
- Geology and the Human Environment - this unit aims to develop knowledge with understanding of natural geological hazards and those caused by human activity, and the means of predicting, monitoring and controlling them.

A short (three day) field trip at the start of the summer term is held in Dorset.

The second year starts by developing many of the earlier themes and goes into greater detail on such topics as rock forming processes, rock deformation, the fossil record, and geological map interpretation. There is then a choice of two from four optional units:

- Quaternary Geology - the study of modern environments and climate change.
- Geology of Natural Resources
- Geological Evolution of Britain
- Geology of the Lithosphere

In recent years we have chosen the Evolution of Britain and Lithosphere options. Two field courses are currently offered for the 6a students. A short one day trip to the Kent coast early in the first half term is used to practise skills required for the coursework component of the course. A one week field course is held either in the October half term or the first week of the Christmas break of the 6a year and it is partly here that the internally assessed Geological Investigations are carried out. Currently the 6a students travel to Tenerife. This allows pupils the chance to analyse volcanoclastic materials, as well as gaining an understanding the nature and development of super-volcanic eruptions.

Method of Examination

The pupils will sit one practical based examination in the first year (typically at the end of April). This examination lasts for 1½ hours and is an internally marked practical assessment which is set by the Board.

The second year assessment is made up of an integrated 2 hour short answer paper covering the compulsory topics, and a second 2 hour paper examining the optional themes via short data response questions, with one essay for each of the two options. The students will also sit two additional papers covering aspects of foundation geology (1 hour, short answer questions) as well as geohazards (earthquakes and volcanoes). This exam lasts for 1 ¼ hours and is composed of data response questions as well as a choice of one essay based question from three options.

15% of the final grade is based on the internally assessed Geological Investigations, which are carried out during fieldwork in Tenerife, the Kent coastline and in the laboratory.

Further Education and Careers

A Level Geology is an acceptable subject for entry to a wide range of university degree courses, including medicine, and is often seen as an interesting alternative to the more usual subjects offered. Students going on to study Geology at degree level and beyond can expect to spend a good deal of time in the field and laboratory. Career opportunities exist not only in related fields, but geologists are also suited to positions throughout management and industry, where their logical and clear thinking approach to problem-solving is appreciated.

Michael Mawby, Head of Earth and Planetary Science

Global Perspectives

This new course will only run if there is sufficient interest.

The Pre-U Global Perspectives (Short Course) is a supporting or enriching subject. It is not a full equivalent to an A Level or a main subject Pre-U, but it comprises invaluable skills which fit well with our educational philosophy as expressed in our [core themes](#). The Global Perspectives course aims “to place academic specialisation in a practical, real-world context, through a seminar-based opportunity to research and explore a range of issues challenging people across the globe. By developing critical/analytical, research, and problem-solving skills essential to higher education, candidates will learn to place their personal perspectives in a global context, finding new inspiration and challenges for their studies...Advances in technology have changed our access to information and the way we communicate and work. Increasingly, young people are faced with a multiplicity of competing ideas, information and arguments and they need to be able to think critically to deconstruct arguments, to differentiate between the ways in which people express their perspectives, to assess and evaluate claims and to develop lines of reasoning. Learners will develop research skills that will enable them to obtain information, evaluate the reliability and usefulness of this information and use the evidence gathered to construct their own arguments and support lines of reasoning.” ([CIE](#))

In the second year pupils can add the Pre-U **Independent Research Report** (equivalent to the Extended Project) and gain the full [Pre-U Certificate](#).

Aims

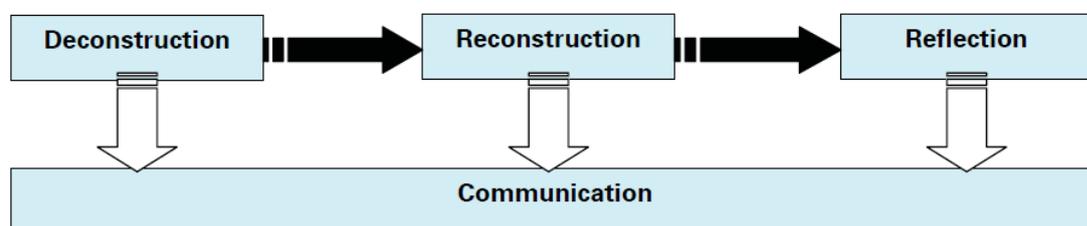
Cambridge Pre-U Global Perspectives will appeal to young people because it enables them to explore issues of global significance and offers them opportunities to acquire, develop and apply skills in critical thinking, research and communication.

Not only does Cambridge Pre-U Global Perspectives equip learners with the skills they need in a rapidly changing intellectual and technical environment, it also prepares and encourages them to engage confidently with issues and ideas of global significance.

To encourage learners to think critically, this syllabus presents an approach to analysing and evaluating arguments and perspectives called the Critical Path.

Candidates will learn how to deconstruct and reconstruct arguments by researching global issues and interrogating evidence. They will reflect on the implications of their research and analysis from a personal perspective and communicate their findings and ideas as reasoned arguments.

The Critical Path



This syllabus uses global issues to develop the Critical Path approach to interrogating information, exploring different perspectives and communicating personal reflections. These practical skills are transferable across other subjects of study at the same level and provide candidates with valuable thinking and reasoning skills for use in higher education and for a wide range of careers.

Candidates work by researching global topics through as many different themes as are relevant to that topic.

Global topic

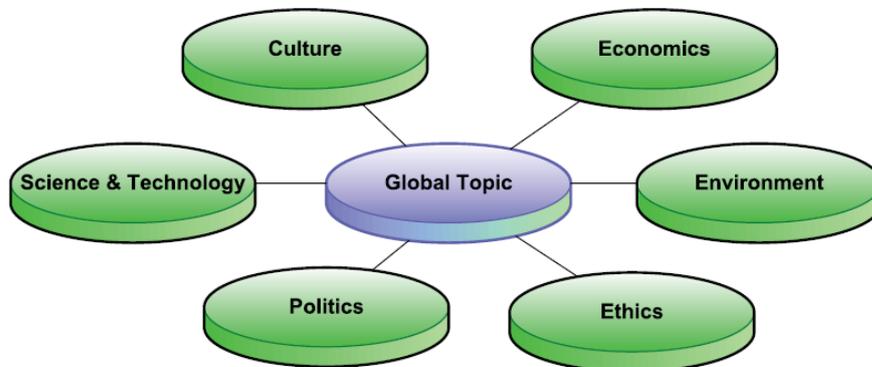
- Alternatives to oil
- Artificial Intelligence
- Biodiversity and threats to the world's natural heritage
- Endangered cultures
- Ethical foreign policies
- Genetic engineering
- Global climate change
- Globalisation of economic activity
- Globalisation versus new nationalisms
- Impact of the internet
- Incorporating technology into buildings
- Industrial pollution
- Integration and multiculturalism
- International law
- Medical ethics and priorities
- Migration and work
- On-line and interactive communities
- Standard of living/quality of life
- Sustainable futures
- Technology and lifestyles
- The challenge of GM crops
- The economic role of women
- The emergence of a global superpower
- The ethics and economics of food
- The religious-secular divide
- The speed of change in technology and global trade
- Transnational organisations (UN, World Bank, EU, NATO)
- Urbanisation and the countryside

By studying at least **four** topics, candidates will develop the Critical Path to interrogating information and acquire and develop a range of skills, including thinking critically, reasoning and communication.

Theme

Culture
Economics
Environment

Ethics
Politics
Science and Technology



Global issues are complex, multi-faceted and multi-level challenges and through the structured exploration of global topics, candidates research alternative perspectives from different themes. Candidates will be guided towards development of research, communication, thinking and reasoning.

Scheme of assessment

Global Perspectives is assessed through three compulsory components.

Component	Task	Duration	Weighting (%)	Type of Assessment
1	Written paper	1 hour 30 minutes	25	Externally assessed
2	Essay	–	30	Externally assessed
3	Presentation	max 15 minutes running time	45	Externally assessed

Components 2 and 3 are submitted in electronic form and marked by Cambridge. Work must be submitted to Cambridge by **31 May** for assessment in the May/June session and **31 October** for assessment in the October/November session.

As with all Pre-U subjects, grades are awarded as Distinction, Merit and Pass. If combined with an Independent Research Report (the Pre-U equivalent of the Extended Project) it can accrue up to 140 UCAS points, the equivalent to A Level A*. The Global Perspectives (I.e. the Short Course outlined above) alone carries up to 60 UCAS points, the same as AS Level.

No prior knowledge is required to take this course.

History

Pre-conditions and subject combinations

It is desirable to have studied History at IGCSE (or GCSE) and reached A* or A standard. While most pupils have done so, it should not be a discouragement to anyone now wanting to study History. A genuine interest in the subject is more important than having an IGCSE. An interest in History may well be related to one or more of the following:

- an inherent fascination with trying to unravel the complexity of past events;
- the understanding of the affairs of men and women in any period of the past illuminates not just the past, but the present and hence provides the basis for future action;
- the ability to assimilate evidence, determine its value and then, on the basis of it, produce a logical and sustained analysis followed by a reasoned conclusion is a fundamental skill in the working life of almost any career or profession;
- the ability and desire to read widely not only the set texts but related and non-related books around the topics.

History goes very well with A Level English, Modern and Classical Languages, Geography, Economics, Politics, Religious Studies and History of Art. Scientists have also successfully studied the subject.

Course Content and Method of Examination

The Department offers three routes through A Level History. The topics studied will vary from set to set according to the strands set out in the table below. The specific History set a pupil is placed in may well depend on his or her other A Level choices. Unfortunately, it is not possible to guarantee pupils a free

choice of topics but all the strands offer attractive and interesting topics. Having said that, every effort is made to try to make it possible for pupils to study the topics in which they are most interested.

	Breadth Paper	Depth Paper	Coursework
Early Modern/ Modern	The Tudors: England 1485-1603	France in Revolution 1774-1815	Russia and its rulers 1855-1964
Modern/ Early Modern	Tsarist and Communist Russia 1855-1964	The English Revolution 1625-1660	Tudor Rebellions 1485-1603

The three different strands of A Level History at King's offer stimulating and challenging courses that develop important - and transferable - intellectual and critical skills. History is not stuck in the past: studying the subject equips pupils to flourish in today's world of the "information society." This is because the good historian is able to select and analyse information from a wide range of sources and also demonstrate the ability to present a persuasive case based on evidence. The options offered have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. Pupils will gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as historians.

There are regular meetings of the Durnford Society (the Senior History Society) in partnership with the local branch of the Historical Association which include lectures from academics nationwide on a wide variety of historical topics. These talks happen either in King's School venues or the two nearby universities in the city. The Durnford Society runs regular in-house meetings to debate and study historical topics beyond the constraints of the syllabus to enhance the learning of Sixth Form historians. Many of the talks arranged for the Sixth Form have a broadly historical content. Formal classes are also offered, both in 6a and 6b, for Oxbridge historians. Sixth form historians have access to both university libraries and the Canterbury Cathedral archives and are expected to use these facilities.

Higher Education and Careers

History A-Level is obviously a very good preparation for reading History at university. A degree in History will be attractive to any employer looking for those who will have the aptitude to reach the ranks of senior management in law, journalism, business, finance and politics. History is a very good support subject at A Level for those wishing to read English, Law, Politics, Economics, Geography, Modern and Classical Languages, Archaeology and Anthropology, Philosophy, Theology and History of Art at university. The Russell Group of universities booklet "Informed Choices" offers guidance on post-16 education and identifies History as one of the key 'facilitating subjects.' It notes that History gives good, relevant skills for Law. The "Informed Choices" does not say that any subject is essential for Law but History is the only subject specifically mentioned as "useful."

David Perkins, Head of History

Mathematics

This section is somewhat provisional as the new A levels for first teaching September 2017 have not yet all been accredited by OfQual and, consequently, we have not yet decided which awarding body we will be using next year. The starting point will be to consider sticking with Edexcel for both mathematics and further mathematics (it will now be possible to choose different awarding bodies for each). Some of the details below (e.g. examination paper lengths) might only pertain to Edexcel, and might still be subject to change while we wait for the qualifications to be accredited.

Here is a summary of the likely main mathematical pathways in the sixth form.

Choice	Background (including grade target)	What to choose (see subject blocks on page 9)
1. AS mathematics (two-year course)	IGCSE or GCSE mathematics (A upwards).	Mathematics (in set for 6b year only) from block A, B or C. E???
2. A level mathematics	IGCSE or GCSE mathematics (A upwards).	Mathematics from block A, B or C.
3. A level mathematics and AS level further mathematics	IGCSE or GCSE mathematics (A*) FSMQ additional mathematics or IGCSE further mathematics useful but not necessary.	Further mathematics from block B or C and further mathematics from block D or E. <i>Indicate initial intention to go to AS further mathematics.</i>
4. A level mathematics and A level further mathematics 1 (12 periods per week)	IGCSE or GCSE mathematics (A*). FSMQ additional mathematics or IGCSE further mathematics useful but not necessary.	Further mathematics from block B or C and Further mathematics from block D or E.
5. A level mathematics and A level further mathematics 2 (16 periods per week)	IGCSE or GCSE mathematics (A*). FSMQ additional mathematics or IGCSE further mathematics useful but not necessary.	Further mathematics from block B or C and Further mathematics from block D or E. <i>During the options processing, we will see if it is possible to construct sets occupying two main blocks.</i>
6. Core Mathematics	IGCSE or GCSE mathematics (at least B desirable).	Core Mathematics from block D or E.

There will be some scope for movement between disciplines, but it will be much easier to drop back than to move in the other direction. It is not clear yet, for instance, whether it will be possible to do as some current sixth form students have done, and add AS further mathematics to their initially-chosen A Level in mathematics.

Core Mathematics

This new linear course has been running since September 2015, with the first King's students due to sit the terminal examination in summer 2017. Core Mathematics is a level 3 qualification and is broadly equivalent to an AS level, carrying grade-dependent UCAS points in similar fashion. Core Mathematics is graded A-E. The government has previously outlined the ambition that, by 2020, the great majority of young people will continue to study Mathematics to age 18, and Professor Sir Adrian Smith will release a new Government-backed report in February 2017 which is expected to develop these ideas further. Core Mathematics offers a way for students who achieve at least a C in (I)GCSE mathematics to continue to study the subject, allowing them to maintain and develop their mathematics even if they do not wish to pursue a full A level. We are currently following the OCR (MEI) specification which allows a choice, in the second year of the course, between content either more statistical in nature, or one with a heavier dose of problem solving.

Those pupils who are strong mathematicians should choose A Level Mathematics in preference to this new course, unless they have no space left in the main timetable blocks. It is not envisaged at this stage (although it might be feasible within the provisional timetable blocking) that a pupil would study both A Level mathematics as well as the new Core Mathematics course.

Pre-conditions and subject combinations

Although accessible to pupils with at least C at IGCSE, at least a B will be more desirable, not least from a consideration of overall workloads at King's.

Course Content

The new courses will allow pupils to build on their mathematics skills using more advanced methods and techniques. They have been developed with the support of employers, universities and professional bodies to ensure they offer pupils the relevant knowledge and skills to progress to further study and the world of work.

Pupils will learn how to apply Mathematics to analyse situations, giving them the confidence they need to tackle problems in their adult lives. Examples of topics to be covered include using different data sources to determine changes to average house prices over the course of a year and how to calculate the value of a mortgage loan in any given future year.

Students will also develop a more advanced understanding of statistics, financial mathematics and modelling - for example, understanding investments, analysing trends in population growth or calculating new ways to improve a process. There will also be an emphasis on using mathematics in business settings, with pupils asked, for example, to calculate costs, estimate demand and set a selling price for products in order to maximise profits.

Method of Examination

This is a linear course and will be examined by two written papers after two years of study.

Further Education and Careers

This course is designed to support the main subjects of study in the sixth form and will be helpful for anyone intending to read a subject with any kind of quantitative methods or content.

Mathematics

Pre-conditions and subject combinations

A good grade at (I)GCSE (at least an A) in mathematics is a requirement for this course. An interest in acquiring new techniques to tackle problem solving is also a distinct advantage. Those pupils who have studied GCSE mathematics courses only to Foundation level will find the transition to A Level extremely hard and their best interests will not be served by embarking on this course. Likewise, pupils with a B grade or below at Higher tier will find the subject too taxing to achieve a good result at the end of the course (or even at AS). They might, however, find the new Core Mathematics course (q.v.) useful and more to their liking. Mathematics has traditionally had strong links with other sciences, but it combines well with almost all other subjects.

Course Content

Those students studying A Level mathematics can expect to cover topics in pure mathematics as well as those in mechanics and statistics. The pure mathematics course leads through algebra and co-ordinate

geometry into differential and integral calculus. Mechanics, which has strong links with Physics, looks at forces and their effect on the motion of objects. Statistics study involves looking at the analysis and interpretation of data. There is no choice of topics allowed in the new A Level, and we are currently reviewing the best order in which to cover these compulsory units of study.

Method of Examination

If we follow the Edexcel syllabus to A Level, there will be three two-hour papers: two pure and one on mechanics and statistics. There will be no assessed coursework with this A Level. It is worth noting that those topic areas previously thought of as AS Level will be examined at A Level difficulty. There are new requirements for the assessment of problem solving, communication, proof, modelling, and application of techniques. There is also the requirement to learn how to make use of a (pre-released) large data set. Another change is that there will be no non-calculator assessment.

Those who follow the mathematics course in 6b but do not wish to continue with the subject into 6a might have the option to sit the AS examination at the end of 6a, but this would require keeping the material fresh and mathematics is very much a “use it or lose it” subject. There might be an option of a “thin” course delivering AS level over two years of teaching.

Further Education and Careers

Single-subject mathematics is a service subject for a wide variety of University courses and careers including Physics, Chemistry, Engineering, Economics, Computing, Medicine, Law, Architecture, Accountancy etc.

Mathematics and Further Mathematics

Pre-conditions

An A* grade at (I)GCSE or equivalent is required.

Course Content

Those pupils who can assimilate the ideas involved with A Level mathematics quickly and efficiently would be ideally suited to take further mathematics. In many ways further mathematics can be thought of as more mathematics done quickly rather than harder mathematics, although some extension topics will be studied alongside the work covering the main specification. This year the further mathematics 6b programme will cover most if not all of A Level mathematics.

As with the mathematics the order of topic coverage is currently under review, and it is likely that some further mathematics will be studied alongside the content in the first A Level i.e. in parallel rather than strictly in series. The content is expected to be 50% prescribed and then the other half will comprise choices of two from a variety of possibilities. In spite of the large numbers currently studying further mathematics at King’s, it is likely that not all possible combinations will be available in any one year. There will, however, be some options allowing students to develop further their pure mathematics, or mechanics or statistics, and there will be an option of decision mathematics too, which has vanished from the new mathematics A Level.

There will be some students who resile from completing full double A Level, and where possible these pupils will be taught in a set moving towards AS further mathematics (rather than stopping study of A Level further mathematics part-way through the year).

The initial plan is to offer two pathways to further mathematics; one using the current tally of twelve lessons per week, and another using a double allocation, perhaps using up two main option blocks.

Method of Examination

Again, assuming we stay with Edexcel, AS Level further mathematicians will sit two ninety-minute papers, and A Level further mathematicians will sit four of these. It looks likely that in each case there will be an even split between compulsory and optional components. These will of course be sat alongside the other papers examining the first A Level. Those who relish a more substantial challenge can also attempt the Cambridge STEP papers at the end of the course; these are sometimes included in university offers for some courses (not just mathematics). There is now no option to study for a third A Level in further mathematics (additional).

Further Education and Careers

Further mathematics is almost essential if you wish to take mathematics through to degree level at a good university. It is also highly desirable if contemplating a Physics or Engineering course at top universities, and might be useful for those looking at prestigious Economics courses, such as Cambridge or the LSE.

Stuart Ocock, Head of Mathematics

Modern Languages

FRENCH, GERMAN AND SPANISH

Pre-conditions and subject combinations

French, German, Mandarin and Spanish are available at A level to pupils with at least A grade at I/GCSE. Experience shows that pupils from lower Fifth Form sets and those with less than an A at I/GCSE may experience difficulties with the sudden jump from I/GCSE to A Level. Such candidates should consult with the Head of Department before embarking on the course. Bilingual students should, likewise, discuss with the Head of Department the possibility of taking A2 units with reduced tuition, thus freeing themselves to take other subjects.

Modern Languages can be taken with advantage as part of any subject combination, including sciences. However, Oxford and Cambridge still often prefer double linguists with a background in humanities.

A Level Course Content and Method of Examination

Teaching in the Sixth Form consists of regular practice of speaking, listening, reading and writing skills, as well as courses in grammar, literature and subjects of topical interest. Assessment follows the linear model, rather than a modular one, meaning that pupils sit exams at the end of the two year course.

The **A level** consists of:

- **Paper 1: Listening, Reading and Writing.** This Paper requires candidates to convey understanding of texts and recordings in the target language. Short form answers are required and candidates are also asked to summarise both a listening and a reading test. The written element of the paper requires translation of texts from English into the language studied and vice versa.
- **Paper 2: Writing.** This Paper requires candidates to answer an essay question for each of two works that they will study during the course. The works studied will be one book as a minimum plus either a second book or a film.
- **Paper 3: Speaking Test.** This Paper requires students to show their ability to use the target language in order to discuss one researched cultural topic and one other general topic area that they have studied during the course.

Pupils are encouraged to take part in a wide variety of cultural trips and exchanges organised by the department, with destinations such as Seville, Berlin, Nice, Annecy, Madrid, and Paris. We also work closely with *Continental Connections*, our 'in-house' exchange and home-stay agency.

Further Education and Careers

Language graduates embark on careers in law, banking, the civil service, commerce, media and advertising, as well as the more specialised and competitive fields of diplomacy, translating and interpreting. It is self-evident that competence in a foreign language is a substantial asset in the employment market. Oxford and Cambridge offer single or two-language degrees, as well as one-language degrees with History, Linguistics, English or Philosophy. It is possible to start a new language, particularly Italian, with one already studied to A2 level. At Oxford and Cambridge there remains an emphasis on literary studies. Other universities offer excellent literary, non-literary and combined courses with other areas of study, like business, media, science and IT studies. An A Level in a modern language can provide the key to participation in ERASMUS schemes for undergraduates studying subjects other than languages.

MANDARIN

Pre-U Mandarin Chinese is especially designed for non-native speakers and is an excellent stepping stone for university courses in Chinese, Chinese studies and other combinations of courses. Pre-U Mandarin is

demanding linguistically and fosters an awareness of Chinese culture and history, these latter being tested through the medium of English.

Mandarin A Level is available for native speakers or for those who have a strong Chinese background. The AS/A Level examination also offers native speakers a framework in which to continue with advanced work in off-timetable classes.

ITALIAN

This is an intensive course for beginners, which aims to bring them to a level of basic competence in one year and to AS or GCSE depending on the level required in two. It moves fast and is aimed at well-motivated linguists. The GCSE examination is a normal reading, listening comprehension and an oral and written controlled assessment. The AS examination consists of a prepared oral, listening and reading comprehension tests, together with a small amount of writing.

Teaching methods include the American 'Ciao' textbook, 'Amici', BBC and satellite-based video materials, plus plenty of reading material in the later stages.

RUSSIAN

Russian is offered to beginners in 6b. We aim to reach GCSE after two years. We use the first two parts of the Ruslan Russian course which is ideally suited to Sixth Formers and young adults. We also use relevant audio and visual material. Pupils with some knowledge of Russian can also be accommodated. Those who already know the language can be guided towards the requirements of the Edexcel exam board, the only board which now offers Russian.

JAPANESE (GCSE/AS/A2)

Japanese is offered to beginners in 6b. We aim to reach GCSE after two years. We use Japan Foundation materials and also relevant audio and visual material. Those who already know the language can be prepared for AS and A2 Japanese.

Ben Pennells, Head of Modern Languages

Music

Pre-conditions

An A grade at GCSE Music and/or a pass in Grade 5 Music theory is strongly advisable. Pupils should be able to perform to a standard of at least Grade V on two instruments.

Subject Combinations

Music may be studied with any other subjects.

Course Content and Method of Examination

Component 1 (Papers 11, 12) Listening, Analysis and Historical Study	30%
Component 2 Performing	22.5%
Component 3 Composing	22.5%
Component 4 (Papers 41,42,43, 44) Personal Study	25%

Component 1 (Paper 11) 1 Listening

Written paper, 1 hour 30 minutes, 60 marks externally set and marked

All candidates will be provided with a CD containing the extracts of music to be used in the examination;

Section A (24 marks)

Candidates will listen to two different recordings of an extract of music drawn from the repertoire of Topic A *The Symphony in the Classical Period (c. 1740–c. 1802)* for which a full or reduced score will be provided. They will be asked to compare the performances.

Section B (36 marks)

Candidates will listen to one extract of music drawn from the repertoire of Topic B *Orchestral Music in the 19thc* for which a skeleton score will be provided. They will answer a variety of questions including dictation and verbal commentary relating this piece of music to the wider repertoire.

Component 1 (Paper 12) Analysis and Historical Study

Written paper, 1 hour 30 minutes, 60 marks externally set and marked

Section C (36 marks)

Candidates will choose one set topic from the following along with a Prescribed Work.

C1 The Madrigal in Italy and England (c. 1530–c. 1638)

C2 Choral Music in the Baroque period (c. 1660–c. 1759)

C3 Nationalism in Twentieth-Century Music (c. 1914–c. 1965)

C4 George Gershwin and the Great American Songbook (c. 1918–c. 1965)

Two questions will be set one each topic and candidates will be expected to answer both of these. The first question will ask for specific analytical detail of the Prescribed Work. There will be a choice of second question which will be more general. Candidates have a clean, unmarked score.

Section D (24 marks)

Five questions will be set, and candidates must answer one of these. Questions will give candidates the opportunity to consider general musical matters and to form connecting links between any of the topics studied in this component.

Component 2 Performing

25–30 minutes Assessed by visiting examiner, 90 marks

Candidates are required to demonstrate two different performing skills.

Section A Recital (60 marks)

Candidates are required to prepare and present a recital on one instrument or voice, lasting between 15 and 20 minutes. The candidate may perform in one of the following two performance categories:

Category 1 as a soloist

Category 2 as an accompanist or in a duet or a small ensemble.

Section B Extended Performing (30 marks)

Candidates must present one further skill in a programme lasting between 6 and 10 minutes.

Candidates may offer:

- the same instrument (or voice) as that presented in Section A but in a different category
- a second instrument in any of the categories
- improvisation on a stimulus provided by the Examiner.

To gain the highest marks, it is expected that the general level of the programme for a solo performance should be equivalent to that of pieces prescribed by the conservatoire boards in their Grade 7 lists.

Component 3 Composing (90 marks)

(Stylistic Exercises and Commissioned Composition)

2 hours written paper externally set and marked and coursework

Sections A and B Stylistic exercises 30 marks

Candidates must study two genres, one from Group 1 and one from Group 2.

Group 1: Chorale harmonisations in the style of JS Bach

String quartets in the classical style

Group 2: String quartets in the classical style (only if Chorale harmonisations are chosen in Gp 1)

Two-part Baroque counterpoint (only if String quartets are chosen in Group 1)

Keyboard accompaniments in early Romantic style

Music in jazz, popular and show styles (1920–1950)

Section A Stylistic Exercises (2 hour examination) 30 marks

In the examination, candidates must complete one exercise in one of their chosen genres. They will be permitted to use a keyboard during the examination.

Section B Stylistic Exercises (coursework) 30 marks

Candidates must submit five exercises in each of their two genres (ten in all), which have been worked throughout the course.

Section C Commissioned Composition (coursework) 30 marks

Candidates must submit one composition, based on a commission, which may be in any style of the candidates' choice.

Component 4 Personal Study Coursework, (100 marks) Internally marked and externally moderated

Candidates choose **one** of the following papers:

Component 41 Dissertation

Candidates will produce a dissertation on a subject of their own choice which does not duplicate work assessed in any other part of the examination in any significant way. If presented as an essay, it should not exceed 3500 words.

Component 42 Advanced Recital

Candidates will present a recital on any instrument or voice, lasting no more than 30 minutes (70 marks). None of the categories chosen in Section A or B in Component 2 may be repeated on the same instrument.

Component 43 Free Composition

Candidates will submit two contrasting compositions for any forces, both of which must be presented in fully-notated scores using some form of staff notation

Component 44 Music Technology

Candidates will submit one arrangement and one composition (80 marks in total). One of the pieces should be submitted as a sequenced performance, and the other as a multi-track recording, which should demonstrate direct/line input and microphone techniques.

Music Technology

From Sept 2017 we will be teaching the new Edexcel (Pearson) Music Technology syllabus.

The subject criteria for Music Technology is now separated from that for Music A level, moving the focus of the subject away from music theory and more towards technology and theory of sound.

This will hopefully encourage students who may previously have been interested in music production but have been put off taking the old A' Level course because of their lack of formal musical training.

Pre-conditions and subject combinations

There is no prescribed prior knowledge although most pupils will have taken GCSE Music, which will be a considerable advantage. Competent musical literacy and keyboard skills are crucial.

Course content and method of examination

The content is split into three sections:

Recording and production techniques for corrective and creative purposes.

This includes practical application and demonstration of knowledge and understanding in all aspects of music production. It will include learning to use microphones, mixing desks, effects, Logic Pro X, drum-programming, sampling and producing finished recordings from scratch.

Principles of sound and audio technology

This includes content on the theory of sound. This is the 'how and why' we use all the gear, how it works and the underlying basic science behind it all.

Development of recording and production technology

This covers the understanding of how technology has developed over time and has had an impact on music production and different musical styles. Here we will learn about music production through the ages and how equipment has been used to create the classic recordings of the Jazz age through to contemporary dance-music based production techniques.

Examined Components:**Component 1: (Recording) 20%**

Students undertake a recording chosen from a list of 10 songs supplied by Edexcel, demonstrating a knowledge of production tools and the techniques necessary to capture, edit, process and mix an audio recording.

Component 2: (Technology-based composition) 20%

Students undertake a technology-based composition based on a brief set by Edexcel. This involves creating, editing, manipulating and structuring sounds to produce a technology-based composition using synthesis, sampling/audio manipulation and creative use of effects.

Component 3: (Listening and analysing) 35%

This exam tests students' knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar recordings. There is also an extended written response comparison question, which uses two unfamiliar commercial recordings.

Component 4: (Producing and analysing) 35%

This practical exam using Logic Pro X tests students' knowledge and understanding of editing, mixing and production techniques.

There is also an extended written response essay focusing on a specific mixing scenario, signal path, effect or music technology hardware unit.

Will Bersey, Director of Music
Nick Parvin, Teacher of Music Technology

Philosophy

Pre-conditions and subject combinations

Philosophy is an essay-based subject and thus an aptitude for essay writing is expected but no particular background in terms of subjects studied at GCSE is required. There are no specific philosophical ideas that students are expected to be aware of, although reading around the subject is strongly encouraged. A willingness to engage critically with new ideas is essential and students will be expected to enter into class room discussions on a regular basis. Students taking Philosophy will also be expected to undertake wide reading in addition to their class work and preps. Potential Philosophy students need to be aware that Philosophy is an extremely academically rigorous subject which requires an analytical mind and an ability to express ideas clearly, coherently and logically.

Potential students who took the Religious Studies IGCSE and got below an A, or those who got below an A in English or Mathematics, may well be advised to reconsider.

Philosophy may be combined with any other subjects.

Course Content, Method of Examination and Grading

Pupils who choose to study Philosophy at King's will take the Philosophy route through the Philosophy and Theology Cambridge Pre-U course. This will provide them with an excellent grounding in key philosophical ideas and methods and would enable them to go on to study Philosophy, or courses including Philosophy, at university.

Full specification can be found here <http://www.cie.org.uk/images/329595-2019-2021-syllabus.pdf>.

One of the strengths of the Pre-U course is the systematic use of set texts throughout the course which enables pupils to gain a particularly thorough understanding of the ideas and concepts as set out by eminent philosophers.

The course comprises three papers:

- ***Paper 1: Introduction to Philosophy and Theology***
 - This paper covers the groundwork necessary for understanding the development of philosophical ideas. It includes: An introduction to key ideas from Plato and Aristotle; analysis of rationalism and empiricism; evaluation of moral absolutism versus moral relativism; investigation into the basis of belief; an exploration of the nature of conscience; and study of free will and determinism.
- ***Paper 2: Epistemology***
 - Epistemology is central to Philosophy and the Epistemology paper examines three central questions;
 1. **What is knowledge?**
 2. **What, if anything, can be known for certain?**
 3. **How can it be known?**
 - The Epistemology paper covers Scepticism; the relationship between knowledge, belief and justification; and knowledge of the external world.
 - Pupils will study primary text taken from the work of David Hume, George Berkeley and Bertrand Russell.
- ***Paper 3: Philosophy of Mind***
 - The Philosophy of Mind paper addresses the mind-body problem and considers attempts to solve it as well as investigating issues relating to personal identity; the nature of consciousness; and the question of personal identity through time.
 - Pupils will study primary texts taken from the work of Derek Parfit and John Searle.

Pupils will cover Paper 1 in their first term and then will study Papers 2 and 3 during the remaining two terms of 6b and first two terms of 6a. It is important that they realise that there is no opportunity to drop Philosophy at the end of one year as there is no equivalent to the AS exam. (Pupils who do not want to commit to a two year course might like to consider the RS A Level course instead as it offers them the opportunity to study some (although not all) of the same issues and offers AS exams.)

In the summer term of their 6a year pupils will sit three exams, one for each paper.

- **Paper 1:** 2 hours 15 minutes, 75 marks, 30% of the total marks
- **Paper 2:** 2 hours, 50 marks, 35% of the total marks
- **Paper 3:** 2 hours, 50 marks, 35% of the total marks

Catherine Cox, Head of Religious Studies and Philosophy

Photography

A Level photography is a separate endorsement within A Level Art. Please read the section entitled Art and Design. This will give you a breakdown of the course structure and the unit requirements, as Photography is the same as Art. There is a very useful cross over between the two artistic disciplines.

Students wishing to take Photography will take the Pre U course as photographers however the Edexcel liner course 9AD0 outlined below. This may need to be considered when a student studies both Art and Design and Photography in the sixth form. Decisions on which board the student will take will be discussed over the year.

Pre-conditions and subject combinations

A level Photography is best suited for the creative student. Core skills and concepts are taught, building on the student's existing knowledge base. Students who possess the GCSE in photography will be at some advantage, though many past students have achieved top end success, beginning their studies in 6b. Student's existing study and intellectual skills will be nurtured, strengthened and challenged, particularly with regard to independent learning, research, evaluation, and time-management. Students' work is celebrated and many opportunities exist for the exhibition of their images.

The creative process will be on going throughout, both in and out of the classroom context; for this reason students require free access to (at least) an entry level DSLR. A 35mm SLR is an optional extra, though is a very worthwhile addition to the kit bag. Parents, guardians, and/or students should feel welcome to e-mail isw@kings-school.co.uk for further advice on requirements of cameras (as the department uses Nikon, students with Nikon cameras can make use of our lenses etc.).

Unit 1

Coursework 60%

This is a body of work completed over the first and second year of the course but assessed at the end of the second year.

Unit 2

Exam 40%

The major project [exam] is started towards the middle of the second year but assessed at the end of the second year.

Submissions must include:

Supporting studies, including sketchbook(s) and a range of preparatory studies making up the preparatory work.

The written component is part of Unit 1 coursework.

The coursework component and the exam component are both marked internally and are then externally moderated by the Examination Board.

Photography may be studied in combination with any other subjects.

Please also read the Art and Design section of this document.

Peter Cordeaux, Director of Art

Physical Education

Pre-conditions

Pupils should have a very keen interest in sport and the ability to perform in two sports to a high standard (see choices below). It would also be useful if they had studied GCSE PE, but this is not a compulsory requirement. It is important for pupils to understand that the AS and A2 course is more theory based than practical and the structure of allocated lessons reflects that. Candidates will therefore need to have the ability and drive to focus and perform well on the more dominant side of the course.

Course Content and Method of Examination

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.

The A-Level qualification is a two year linear course which is examined in the last year of the course over three separate written papers and a non-examined assessment (NEA) practical assessment and coursework.

1. Physiological factors affecting performance (30% of the overall A-Level)

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

2. Psychological factors affecting performance (20% of the overall A-Level)

- Skill acquisition
- Sports psychology

3. Socio-cultural issues in physical activity and sport (20% of the overall A-Level)

- Sport and society
- Contemporary issues in physical activity and sport

4. Performance in physical education (30% of the overall A-Level)

- Performance or coaching in one sport
- Evaluation and Analysis of performance for improvement (EAPI)

Further Education and Careers

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry.

Mat Lister, Head of Physical Education

Physics

Physicists perform experiments, analyse data in a mathematical fashion and use the results to make predictions; above all, physicists are problem solvers. In A Level Physics, we start with the fundamental concepts and theories learnt in the lower school, and build and expand upon them, using some sophisticated mathematical ideas to support them and eventually reaching a stage where we can start to look at some of the concepts baffling scientists in our present day such as quantum theory, particle physics and cosmology.

Pre-conditions and subject combinations

A prospective A Level student would be expected to have a minimum of an A grade in IGCSE Physics or an A grade equivalent in the Physics component of IGCSE Double Award Science.

Physics A Level is a challenging course which contains significantly more demanding theory and mathematics than IGCSE. Pupils taking up this course must be confident with rearranging equations, graph work and trigonometry and must have a firm grounding in the basic physics concepts.

Due to its focus on analytical skills, A Level Physics is an excellent match for many subjects, including non-scientific ones. For this reason, it is worth exploring a variety of different combinations, for example:

- Physics, Mathematics + one other science
- Physics, Chemistry, Biology
- Physics, another science, Economics
- Physics, Geography, Geology
- Potential engineers often wish to study a language

Course Content and Method of Examination

We deliver the Eduqas specification (formerly known as WJEC). This linear course covers a wide range of physics concepts and is assessed by 3 written exams at the end of 6a. Practical competency will also be assessed throughout the course and will be reported as a separate mark that will not contribute to the final grade.

Component 1: Newtonian Physics (2 hr 15 min written exam)

Includes: kinematics, dynamics, energy concepts, circular motion, vibrations, kinetic theory and thermal physics

Component 2: Electricity and the Universe (2 hr exam)

Includes: circuit electricity, capacitance, solids under stress, electrostatic and gravitational fields, the use of radiation to investigate stars, orbits and the wider universe

Component 3: Light, Nuclei and Options (2 hr 15 min exam)

Includes: Waves and oscillations, basic quantum theory, lasers, radioactivity, particle physics, magnetic fields, electromagnetism

Options – choice of 1 option from 4

NB: It may not be possible to offer all options

A: Alternating currents

B: Medical Physics

C: The physics of sports

D: Energy and the environment

Practical Endorsement

Non exam assessment of practical competency (will not contribute to the overall grade).

The Department offers extension activities for those aiming to pursue physics-related subjects beyond school. We also provide additional support in the form of weekly 'extra help' classes – these are particularly useful for those who are not taking a full mathematics A Level, or for any student who studied double award science.

Further Education and Careers

Physics is a suitable A Level for many university courses, from the obvious ones such as Physics, Astrophysics, Physics and Philosophy, Medical Physics and various branches of Engineering to the less so, such as Law. Although it is not a specified requirement for Medicine, it is highly regarded by the admissions tutors if it is offered as an additional subject. As mentioned above, physicists are problem solvers; the nature of their training means they have the capacity to play a vital role not just in academia, but also in industry and commerce and they are highly regarded by employers for their numerical and analytical skills.

Louise Comber, Head of Physics

Politics

Politics is a dynamic subject and receives such widespread coverage in the media that it obviously offers endless opportunities for engaging students. The aims of this course are to develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes, and to acquire a knowledge and understanding of the structures of authority and power within the political system of the United Kingdom and beyond. It will give students a clear appreciation of the theories, motives and values that underpin government thinking and action, and an empathetic understanding of the main political viewpoints and also global issues. The Politics course seeks to develop important intellectual and critical skills, such as an ability to construct and sustain arguments and select, analyse and present material appropriately. Politics is taught in a linear fashion over two years and all exams are all sat in the final year.

Pre-conditions and subject combinations

The course is suited to those who enjoy current affairs, read newspapers, and have an interest in the ideas behind the headlines. No particular GCSE qualifications are necessary, but Politics is a demanding and rigorous course. It is essential that students have the facility to write cogently and well substantiated extended pieces, along with good reading skills and an ability to analyse and be critical of key material. To this end, students wishing to take Politics should look to have an A in History and/or English. Assessment is based on short answers, essays and evaluation of information. There is no coursework. Research, discussion and debate form an essential part of the learning process of this subject.

The subject can be, and is, combined with any other subjects, as far as the structure of the timetable permits. It combines especially well with subjects such as History, Economics, Classics, English, Religious Studies, Philosophy and Languages, but might also appeal to those studying other subjects and seeking to broaden their education.

Course Content and Method of Examination

The Government and Politics syllabus followed is that of the Edexcel exam board and from September 2017 we are teaching the 'new' linear specification. It involves the study of THREE examined papers. Components 1 and 2 focus on British Politics

At AS units 1 and 2 focus on the British political system; while at A2 in units 3 and 4 political ideas and global issues form the main content. The exact structure of the specification and form of examination is set out below:

Component 1 - UK Politics (Political Participation) and Core Political Ideas

This unit introduces students to the key elements of communication between the government and the people in Britain and encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation. Its key topics include: Democracy and Participation, Political Parties, Electoral Systems, Voting Behaviour and the Media. For the Core Political Ideas we will study Liberalism, Conservatism and Socialism.

Exam (2 hours) - 84 marks - 1/3 of the qualification. Section A is ONE 30-mark questions from a choice of two (each question is based on a quote). Plus ONE 30-mark question from a choice of two. Section B is ONE 24 mark question from a choice of two.

Component 2 - UK Government & Optional Political Idea

This unit introduces students to the major governmental processes in the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions and the relationship amongst them within the context of multilevel governance. Key topics are: The Constitution, Parliament, Prime Minister and the Executive and the relationship between the branches. For the Optional Political Idea we will be studying Nationalism.

Exam (2 hours) – 84 marks - 1/3 of the qualification. Section A is ONE 30-mark questions from a choice of two (each question is based on a quote). Plus ONE 30-mark question from a choice of two. Section B is ONE 24 mark question from a choice of two.

Component 3 - Comparative Politics

This topic examines key issues in recent global politics and how these issues are dealt with at global level. This includes: Theories of Global Politics, sovereignty and globalization, global governance: political and economic, global governance: human rights and the environment, power and developments, regionalism and the European Union.

Exam (2 hours) - 84 marks - 1/3 of the qualification. Section A is ONE 12-mark questions from a choice of two). Section B is ONE compulsory 12 mark question based on a source. Section C is TWO 30 mark questions from a choice of three.

Also, there are a range of options available for extending political interest and knowledge outside of normal lesson time. The vibrant Politics Society hosts talks from eminent public figures and political commentators and gives students an insight into the realities of the wider political world. Mock elections are held at the time of General Elections and European Parliament elections. The *King's Parliament* (a political debate organised along the lines of the House of Commons) meets annually. The Politics Society also hosts a wide range of more informal activities from informal debates to book reviews. The department also organises an annual 'Global Issues' conference called the BIG INDABA in London at the Frontline Club, which recently had Mr. John Simpson (BBC) as headline speaker. We organise at King's the 'Methods and Madness: An Intro to Modern Conflict' which has had Tim Butcher talking on Bosnia, Paul Conroy (Marie Colvin's Cameraman) talking on Syria and also Prof Emma Sky (former advisor to Gen Petraeus in Baghdad) on Iraq. The department offers visits to places of interest such as Parliament and the Supreme Court, visits to Think Tanks (such as Chatham House and RUSI) and talks at venues such as St Paul's Cathedral Institute and the Frontline Club. Trips on offer may include a 6b trip to see the EU institutions in Brussels and in a 6a trip to Washington DC.

Further Education and Careers

There is a wide range of university degree courses: PPE at Oxford, HSPS at Cambridge and International Relations at The LSE are just three such examples. Many pupils from King's have opted to study for a Politics and/or International Relations degree and such courses open up diverse careers including journalism, business, the professions and the civil service. More information for those interested in studying politics can be found on the department's website on the King's School VLE.

Owen Moelwyn-Hughes, Head of Politics

Religious Studies

Pre-conditions and subject combinations

It is not necessary to have studied IGCSE Religious Studies in order to take Religious Studies A Level, (although that may be an advantage to some candidates), as A Level work has significantly different and deeper demands. Potential students should be aware that the AS/A2 course is very different to the IGCSE and requires a far greater depth of systematic thinking and coherent argument. Religious Studies is an essay based subject so an aptitude for essay writing and previous success in subjects requiring this skill is an advantage. The main prerequisites are interest, as well as a willingness to engage critically with new ideas. Students will be expected to enter into class room discussions on a regular basis and to take an active role in lessons. Students taking RS will also be expected to undertake wide reading in addition to their class work and preps.

Popular A Level combinations of subject have involved Religious Studies alongside two or three of the following: Economics, Philosophy, Politics, English, Latin (and/or Greek), Geography, History and History of Art. Many pupils, however, also combine Religious Studies successfully with a Modern Language or one, or even two or three, of the sciences.

Course Content and Method of Examination

Pupils follow the OCR A level Religious Studies course which has been designed to provide pupils with an all-round introduction into the main elements of Religious Studies. The full specification with a detailed list of resources can be found here <http://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf>.

There are three papers, each of which is compulsory. Each paper is worth 33% of the final mark. The papers are as follows:

Paper 1: Philosophy of religion

- Learners will study:
 - ancient philosophical influences
 - the nature of the soul, mind and body
 - arguments about the existence or non-existence of God
 - the nature and impact of religious experience
 - the challenge for religious belief of the problem of evil
 - ideas about the nature of God
 - issues in religious language.

Paper 2: Religion and ethics

- Learners will study:
 - normative ethical theories
 - the application of ethical theory to two contemporary issues of importance

- ethical language and thought
- debates surrounding the significant idea of conscience
- sexual ethics and the influence on ethical thought of developments in religious beliefs.

Paper 3: Developments in religious thought

- Learners will study:
 - religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
 - sources of religious wisdom and authority
 - practices which shape and express religious identity, and how these vary within a tradition
 - significant social and historical developments in theology and religious thought
 - key themes related to the relationship between religion and society

Pupils will cover Paper 1 in their first term and then will study Papers 2 and 3 during the remaining two terms of 6b and first two terms of 6a.

In the summer term of their 6a year pupils will sit three exams, one for each paper.

- **Paper 1:** 2 hours, 120 marks, 33% of the total marks
- **Paper 2:** 2 hours, 120 marks, 33% of the total marks
- **Paper 3:** 2 hours, 120 marks, 33% of the total marks

Further Education and Careers

Religious Studies and Theology are both available in their own right at many good universities and the courses offered are often very varied, providing students with the opportunity to choose a course which suits their personal interest areas. The skills learned in Religious Studies are also beneficial for those going on to study subjects like History, Anthropology, and Sociology. Furthermore, an AS or A2 in Religious Studies can provide a useful basis in ethical theory for students wishing to pursue degrees in areas such as Law or Medicine. A degree in Religious Studies or Theology has the same value for potential employers as equivalent arts degrees. Students who have studied Theology or Religious Studies at university go on to pursue a wide range of careers in such diverse fields as publishing, law, or media and public relations.

Catherine Cox, Head of Religious Studies and Philosophy

APPENDICES

Appendix 1: Oxford and Cambridge ('Oxbridge')

In most years about fifty-five of our 6a students (and some recent leavers) make applications to Oxford or Cambridge. Of these, typically up to 40% will ultimately result in a candidate taking up a place at Oxbridge. Applications are college-based, and it is the college that decides whom to admit. Therefore, the choice of college can be very important. The School provides a well-organised and comprehensive system of advice and support, but it is vital that students take responsibility for their applications from an early stage. The summer holiday of 6b provides an opportunity for students to prepare first drafts of their personal statements, engage in extra reading/research and start to hone their skills for admissions tests. It also provides a good opportunity for pupils to visit the universities to develop a college preference. Pupils are encouraged to use this time wisely if they intend to make an Oxbridge application, since the October application deadline approaches very quickly in the first 6a term.

Applicants for both universities have interviews during their first term in 6a, usually in early December, after which they may be made an offer of a place, conditional upon their achievement of certain A Level grades. In addition, any earlier exam results are very important, and Oxbridge colleges now make use of a variety of tests, taken at, or near, the time of interview, and may also ask for samples of work done at school to be submitted prior to interview. Relevant departments provide detailed preparation for each admissions test, which includes the development of vital skills and setting/marking of practice papers.

It is important to note that some candidates are deselected by the universities before interview, on the basis of admissions tests; this has been standard practice at Oxford for some time and only recently introduced at Cambridge. Oxford tends therefore to be more aggressive about deselection, but as more data accumulates Cambridge can be expected to behave similarly. Although there are no hard and fast rules, candidates with fewer than 8 A* at I/GCSE are unlikely to be successful. AS results are also given close scrutiny where they exist, which puts a higher weighting on 6b Maths results than would otherwise be the case.

Oxbridge candidates are offered support with developing Critical Thinking abilities to help prepare them for interview. This process begins in 6b with general sessions, which become more targeted as the admissions tests and interview approach in 6a. Extra provision is made for those taking the TSA tests, including regular sessions and frequent mock TSA tests.

All candidates will be expected to attend Oxbridge Plus sessions on a Thursday afternoon after activities throughout the Christmas Term. This will help to prepare them for the demands of the application and interview process and they may also have the opportunity to collaborate with pupils from local state schools who are also applying to Oxbridge. Participation in the Seventh Term Society, which meets twice in the Christmas Term to discuss matters of Oxbridge interest, is another optional, but recommended, way to bolster their preparation. The Seventh Term Society continues to meet in the Lent and Summer Terms for sessions targeted at 6bs, and potential applicants are strongly encouraged to attend these.

Interview preparation is vital and, whilst help will be offered by both the Head of Oxbridge and Heads of Departments, it remains the candidates' responsibility to seek out opportunities for mock interviews and to approach members of staff to request this. One round of general mock interviews is usually run in conjunction with the Simon Langton Girls' Grammar, but fewer and fewer courses are reliant on such general interviews and practice should therefore take a more subject-specific approach.

Reading and knowledge of material beyond the confines of the A Level syllabus is always expected; in addition, both Oxford and Cambridge favour Extended Projects, and candidates are strongly advised to consider completing a project to showcase their independent research/study skills and to use as a topic for discussion on their Personal Statement and at interview. This can be particularly useful for those

applying for subjects which they have not previously studied, such as Medicine, Experimental Psychology or Law, in order to demonstrate commitment and ability.

Prudent use of co-curricular activities and events, such as King's Talks, departmental extension sessions and debating, is a vitally important part of the application process. Work experience is also very strongly advised for certain more vocational subjects such as Medicine or Engineering. The focus of the selection process has moved considerably away from non-academic evaluation, and although sporting and musical aspirations (organ scholars aside) are commendable and a key part of the King's ethos they hold little sway over Oxbridge's admission decisions.

Oxford offers are typically AAA or A*AA whilst Cambridge offers tend to be A*AA, although offers are set by college and thus vary considerably, with some demanding A*A*A and others including fourth A Levels in their offers.

Applications to either Oxford or Cambridge can also be made post-A Level. The school gives full support to any candidates who wish to go down this route, and it is often a good option for those who are not quite personally and/or intellectually mature enough for an Oxbridge application in 6a. It also gives those who had weaker GCSE results an opportunity to secure more reflective grades to apply on the back of. However, as with pre-A Level applications, competition for places is fierce, and even candidates already holding three or four A* grades are by no means assured of entry. Those with 2-3 A* are likely to be in a strong position to contest for places.

Richard Johnson, Head of Oxbridge

Appendix 2: UCAS and the new Tariff

The UCAS tariff points system has been reformed for 2017 onwards. The full details can be found through this link:

<http://www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/new-ucas-tariff>, and http://www.ucas.com/sites/default/files/New%20Tariff%20tables_Final%20v3.pdf.

However, the table below provides a quick summary for the main qualifications outlined in this Guide:

A Level	Pre-U	Pre-U [short]	Extended Project	AS Level	UCAS points
	Distinction 1				56
A*	Distinction 2				56
	Distinction 3				52
A					48
	Merit 1				44
B	Merit 2				40
	Merit 3				36
C					32
	Pass 1		A*		28
D	Pass 2		A		24
		D1			22
	Pass 3	D2 D3	B	A	20
		M1			18
E			C	B	16
		M2			14
		M3	D	C	12
		P1		D	10
		P2	E		8
		P3		E	6

It should be pointed out that most universities which our pupils go to make offers in terms of grades rather than points. We do not envisage a change here.

Appendix 3: Examination Syllabuses, Boards & Web Links

Subject	Level	Board	Syllabus title [contains hyperlink]	Syllabus Code
Art and Design	Pre U	Cambridge	Art and Design	9837
Art History	Pre U	Cambridge	Art History	9799
Biology	A Level	Edexcel	Biology A (Salters-Nuffield)	9BN0
Chemistry	A Level	Edexcel	Chemistry	9CH0
Classical Civilisation	A Level	OCR	Classical Civilisation	H408
Classical Greek	A Level	OCR	Classical Greek	H444
Computer Science	A Level	AQA	Computer Science	7517
Design & Technology	A Level	Edexcel	Design & Tech: Product Design	9RM01
Drama & Theatre	A Level	AQA	Drama & Theatre Studies	7262
Economics	A Level	Edexcel	Economics	9EC0
English Literature	Pre U	Cambridge	Literature in English	9765
French	A Level	AQA	French	7652
Further Maths	A Level		Further Mathematics	To be confirmed
Geography	A Level	CIE	Geography	9696
Geology	A Level	WJEC Eduqas	Geology	A480QS*
German	A Level	AQA	German	7662
Global Perspectives	Pre-U	CIE	Global Perspectives	1340
Government & Politics	A Level	Edexcel	Politics	9PL0*
History	A Level	AQA	History	7042
Italian	A Level	Edexcel	Italian	9IN0*
Latin	A Level	OCR	Latin	H443
Mandarin Chinese	Pre U	Cambridge	Mandarin Chinese	9778
Mathematics	A Level		Mathematics	To be confirmed
Music	Pre-U	Cambridge	Music	9800
Music Technology	A Level	Edexcel	Music Technology	9MT01
Philosophy & Theology	Pre U	Cambridge	Philosophy and Theology	9774
Photography	A Level	Edexcel	Photography	9PY0
Physical Education	A Level	OCR	Physical Education	H555
Physics	A Level	WJEC Eduqas	Physics	A420QS
Religious Studies	A Level	OCR	Religious Studies	H573
Russian	A Level	Edexcel	Russian	9RU0*
Spanish	A Level	AQA	Spanish	7962

* Awaiting final details: At present, syllabuses are available from the Examination Boards in draft format; final approval is pending.

Appendix 4: E-mail contacts

For further details on any of these matters, teachers can most easily be contacted by e-mail through the following addresses:

Headmaster	Peter Roberts	headmaster@kings-school.co.uk
Senior Deputy Head	Liz Worthington	eaw@kings-school.co.uk
Deputy Head (Academic)	Luke Bartlett	lgb@kings-school.co.uk
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